DOCUMENT RESUME

ED 261 002 SO 016 821

TITLE Classroom Management: Teacher/Assistant Teacher Staff Development Materials.
INSTITUTION Mississippi State Dept. of Education, Jackson. Bureau of School Improvement.
PUB DATE Sep 84
NOTE 148p.
PUB TYPE Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS *Classroom Techniques; *Discipline; Elementary Secondary Education; Inservice Education; Instructional Materials; Professional Development; *Staff Development; Teacher Effectiveness; Teacher Improvement

ABSTRACT

A series of five modules is designed to provide content and structure for staff development in classroom management techniques. Each module contains preview questions, module objectives, a number of instructional activities keyed to stated objectives, and a number of follow-up/review questions and activities. The five module topics are: teacher behaviors and classroom control, planning and classroom management, maintaining positive appropriate behavior, keeping students on task, and alternative methods of punishment. A checklist is provided to help those observing teachers and assistant teachers. Four appendices contain the following materials: transparency masters and observation sheets for supervisors for modules 1, 2, and 3. (LP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

- [x] This document has been reproduced as received from the person or organization originating it.
- [ ] Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John L Barlow

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CLASSROOM MANAGEMENT

TEACHER/ASSISTANT TEACHER STAFF DEVELOPMENT MATERIALS

DIVISION OF INSTRUCTION

MISSISSIPPI STATE DEPARTMENT OF EDUCATION

ACKNOWLEDGEMENTS

STATE DEPARTMENT OF EDUCATION STAFF

Ralph Brewer, Ed.D., Director, Division of Instruction
Alan W. Evans, Ed.D., Assistant Director, Division of Instruction
Cathy Grace, Ed.D., Early Childhood Coordinator
Joann Summers Johnson, Typist
Jack Lynch, Photographer

CONSULTANT

Joan Carson, Ed.D., Associate Professor of Elementary Education, University of Mississippi

Cover Photo: Alternative School, Jackson Separate School District, Jackson, MS

TABLE OF CONTENTS

TITLE	PAGE
OVERVIEW	2
MODULE 1 TEACHER BEHAVIORS AND CLASSROOM CONTROL	4-17
MODULE 2 PLANNING AND CLASSROOM MANAGEMENT	19-37
MODULE 3 MAINTAINING POSITIVE APPROPRIATE BEHAVIOR	39-55
MODULE 4 KEEPING STUDENTS ON TASK	57-74
MODULE 5 ALTERNATE METHODS OF PUNISHMENT	76-91
REFERENCES AND RECOMMENDED READING	93-99
USE OF CHECKLISTS TO OBSERVE TEACHERS AND ASSISTANT TEACHERS	101
APPENDICES	
APPENDIX A Transparency Masters	
APPENDIX B Observation Sheet for Supervisors - Module 1	
APPENDIX C Observation Sheet for Supervisors - Module 2	
APPENDIX D Observation Sheet for Supervisors - Module 3	

Overview

OVERVIEW

This classroom management staff development series of five (5) modules has been compiled due to the results of need assessments completed by teachers and assistant teachers across the state. Preview questions and objectives for each module are provided for the leader as well as a set of transparency masters (Appendix A) which are to be used in conjunction with the handouts provided for session participants. Review/Follow-up Questions to assist the leader in stimulating discussion and participation by teachers and assistant teachers are included at the conclusion of each module.

As an extremely important follow-up tool, several suggested activities are listed for supervisors to implement during the school year to determine the effectiveness of the staff development sessions. When faculty or staff behaviors are observed that indicate various deficiencies in classroom management techniques, it is intended that specific components of this series be repeated on a small group or individual basis with those teachers or assistant teachers in need.

Module I

Teacher Behaviors and Classroom Control

For simultaneous use with elementary teachers and assistant teachers

For: Both large and small groups

MODULE #1 TEACHER BEHAVIORS AND CLASSROOM CONTROL

PREVIEW QUESITONS FOR MODULE #1

1. What does the phrase "behavior management" mean?
2. What does the phrase "classroom management" mean?
3. How do behavior management techniques compare with traditional disciplinary techniques?
4. What is effective communication?
5. How does good communication and clearly stated classroom instructions help teachers and assistant teachers maintain classroom control?
6. How do teacher and assistant teacher behaviors influence student behaviors?

OBJECTIVES FOR MODULE#1

Following the completion of the activities for Module #1 and after having studied the handouts for Module #2, participants will be able to:

1. define the phrase "behavior management"
2. define the phrase "classroom management"
3. compare behavior management techniques with traditional disciplinary techniques
4. describe what is necessary for effective communication
5. utilize good communication skills and phrase clearly stated classroom instructions to maintain classroom control
6. demonstrate an understanding of how teacher and assistant teacher behaviors influence student behaviors.

HANDOUT #1 for MODULE #1 TEACHER BEHAVIOR AND CLASSROOM CONTROL-RELEVANT CONCEPTS from Any Teacher Can! Practical Strategies for Effective Classroom Management, Carson, Joan C. and Carson, Peter, 1984. C. Thomas publisher

Obj. #1 (Transparency #2)

Behavior management is the application of principles of human learning and behavior to achieve and maintain positive and desirable changes in behavior.

Behavior management uses scientifically derived principles of human learning.

Behavior management principles apply to children and adults and for all kinds of behaviors.

Obj. #2 (Transparency #3)

Effective classroom management is a total management system.

Effective classroom management includes two things:

1. efficient management of the classroom environment to prevent problems; and

2. the use of behavior management principles to teach desirable behaviors and to eliminate undesirable behaviors.

The main emphasis in effective classroom management is on the prevention of behavior problems.

Many common classroom behavior problems can be avoided by the use of effective classroom management.

Obj. #3 (Transparency #4)

Behavior management	Traditional Techniques
Is a positive approach	Is a negative approach
Focus is on teaching a new and desirable behavior	Focus is on suppressing an undesirable behavior
Emphasizes what to do	Emphasizes what not to do
Specifies what to do	Specifies what not to do

Both try to achieve behavior control

Handout for Module #1-Relevant Concepts Continued

Obj. #4 (Transparency #5)

Communication is effective if it is:

clear
specific and uses precise language
conveys what students are to do or not to do
calmly stated without losing one's temper, shouting, or becoming angry
stated in a firm and serious tone
stated so that students realize you mean what is said
accompanied by direct eye contact between speaker and listener
delivered when teacher and student are close to one another.

Some teachers fail to firmly and clearly communicate with students.

Poor communication results from poor listening, use of imprecise language, giving assignments without being sure that students know what is expected of them, or using vague phrases and explanations.

Obj. #5 (Transparency #6)

Clear and specific directions and instructions for activities and assignments are necessary for getting students to behave.

Assignments have to be explained carefully, slowly, clearly, and as specifically as possible. Describe the behavior that is expected.

To be sure that students know what is expected of them, it is a good idea to have students repeat the directions or the instructions for the assignment.

Instructions and directions have to be precisely phrased and stated in terms that the students understand. Leave no room for confusion or misinterpretation of the directions or instructions.

Obj. #6 (Transparency #7)

Teacher and assistant teacher behaviors strongly influence student behaviors.

The way a teacher and/or assistant teacher is behaving or acting is often copied or imitated or modelled by students.

Teachers and assistant teachers as well as other authority figures serve as models for children's behavior.

Children often mimic and imitate the behaviors of those around them.

When teachers and/or assistant teachers typically respond with yelling and acting in an excited and angry manner, the child too may respond with yelling and acting in an angry and excited manner.

Obj. # 6 continued

Teachers and/or assistant teachers whose behaviors are excited, irritable, angry or hostile can expect the children in their class to display the same behaviors.

Teacher behaviors also strongly influence the behavior and teaching techniques of the assistant teacher.

Teachers who physically or verbally strike out at children when they are angry should not be surprised to find that children physically or verbally strike out at those who anger them.

Because children imitate or model others' behaviors, it is important that teachers and assistant teachers themselves serve as models of appropriate behavior.

If a teacher or assistant teacher is enthusiastic about learning math, the enthusiasm will be conveyed to the children and they are likely to be enthusiastic about learning math.

If a teacher or assistant teacher models appropriate behaviors and provides positive consequences for being well behaved, the children are likely to be well behaved.

Similarly, if a teacher or assistant teacher acts bored or disinterested, then the students will probably act the same way. Therefore, teachers have to remember that they have to model appropriate behaviors that they want their children to imitate.

HANDOUT #1 for MODULE #1 TEACHER BEHAVIOR AND CLASSROOM CONTROL-RELEVANT CONCEPTS from Any Teacher Can! Practical Strategies for Effective Classroom Management, Carson, Joan C. and Carson, Peter, 1984. C. Thomas publisher

Obj. #1 Behavior management is the application of principles of human learning and behavior to achieve and maintain positive and desirable changes in behavior.

Behavior management uses scientifically derived principles of human learning.

Behavior management principles apply to children and adults and for all kinds of behaviors.

Obj. #2 Effective classroom management is a total management system.

Effective classroom management includes two things:

1. efficient management of the classroom environment to prevent problems; and

2. the use of behavior management principles to teach desirable behaviors and to eliminate undesirable behaviors.

The main emphasis in effective classroom management is on the prevention of behavior problems.

Many common classroom behavior problems can be avoided by the use of effective classroom management.

Obj. #3

Behavior management	Traditional Techniques
Is a positive approach	Is a negative approach
Focus is on teaching a new and desirable behavior	Focus is on suppressing an undesirable behavior
Emphasizes what to do	Emphasizes what not to do
Specifies what to do	Specifies what not to do

Both try to achieve behavior control

Handout for Module #1-Relevant Concepts Continued

Obj. #4 Communication is effective if it is:

clear
specific and uses precise language
conveys what students are to do or not to do
calmly stated without losing one's temper, shouting, or becoming angry
stated in a firm and serious tone
stated so that students realize you mean what is said
accompanied by direct eye contact between speaker and listener
delivered when teacher and student are close to one another.

Some teachers fail to firmly and clearly communicate with students.

Poor communication results from poor listening, use of imprecise language, giving assignments without being sure that students know what is expected of them, or using vague phrases and explanations.

Obj. #5 Clear and specific directions and instructions for activities and assignments are necessary for getting students to behave.

Assignments have to be explained carefully, slowly, clearly, and as specifically as possible. Describe the behavior that is expected.

To be sure that students know what is expected of them, it is a good idea to have students repeat the directions or the instructions for the assignment.

Instructions and directions have to be precisely phrased and stated in terms that the students understand. Leave no room for confusion or misinterpretation of the directions or instructions.

Obj. #6 Teacher and assistant teacher behaviors strongly influence student behaviors.

The way a teacher and/or assistant teacher is behaving or acting is often copied or imitated or modelled by students.

Teachers and assistant teachers as well as other authority figures serve as models for children's behavior.

Children often mimic and imitate the behaviors of those around them.

When teachers and/or assistant teachers typically respond with yelling and acting in an excited and angry manner, the child too may respond with yelling and acting in an angry and excited manner.

Obj. # 6 continued

Teachers and/or assistant teachers whose behaviors are excited, irritable, angry or hostile can expect the children in their class to display the same behaviors.

Teacher behaviors also strongly influence the behavior and teaching techniques of the assistant teacher.

Teachers who physically or verbally strike out at children when they are angry should not be surprised to find that children physically or verbally strike out at those who anger them.

Because children imitate or model others' behaviors, it is important that teachers and assistant teachers themselves serve as models of appropriate behavior.

If a teacher or assistant teacher is enthusiastic about learning math, the enthusiasm will be conveyed to the children and they are likely to be enthusiastic about learning math.

If a teacher or assistant teacher models appropriate behaviors and provides positive consequences for being well behaved, the children are likely to be well behaved.

Similarly, if a teacher or assistant teacher acts bored or disinterested, then the students will probably act the same way. Therefore, teachers have to remember that they have to model appropriate behaviors that they want their children to imitate.

INSTRUCTIONAL ACTIVITIES FOR MODULE #1

Read, explain and/or have participants role-play as appropriate.

Obj. 1-3 1. Johnny has a problem in getting along with the other children. He is frequently disruptive on the playground. He gets a lot of teacher attention when he involves himself in an argument with another child. His teacher frequently scolds him and makes him "sit out" of recess time if he misbehaves. While Johnny "sits out" during recess, his teacher keeps a "watchful eye" on him and scolds him if he attempts to join the group.

Billy has the same problem as Johnny. But Billy's teacher uses a different strategy than Johnny's teacher. The strategy used by Billy's teacher does just the opposite. She "catches Billy being good." She gives him attention and praise when he is interacting with the children in a positive manner. She also ignores, as much as possible, Billy's disruptive behavior.

Both these teachers spend the same amount of time interacting with the misbehaving student. But, the interactions and the results are quite different.

Johnny's teacher finds herself frequently scolding and punishing Johnny. She is also teaching Johnny very little about how to act appropriately with other children. What she is teaching him though, is that negative behavior results in teacher attention. The most that she can expect to accomplish is to suppress Johnny's poor behaviors and probably only then, in the short run. She has taught Johnny no alternate good behavior. Furthermore, without constant scolding and punishment, the disruptive behavior is likely to continue.

Billy's teacher, on the other hand, finds herself increasingly praising and commending Billy for appropriate behavior. Her interactions with Billy are positive. Billy will soon learn that he can get attention only with appropriate behavior. Billy's teacher has taught Billy how to get along with others because she has paid attention to him when he was playing and acting appropriately.

Johnny's teacher used traditional techniques and was negative and did <u>not</u> teach Johnny what to do.

Billy's teacher used behavior management techniques and was positive and taught Billy what to do.

Activities for Module #1 continued:

Obj. 4-5 2. Ms. Rhodes tells her students to "be good" during reading.

Ms. Carr tells her students that during reading they must "remain in their seats, read silently and not talk to their neighbors or disturb the class in any way. If they have a question, they are to raise their hand and Ms. Carr will come to their desk."

Ms. Rhodes' instructions are vague and non-specific.

The students in Ms. Rhodes class are left to interpret what "good" means.

Ms. Rhodes' students must, at best, guess at what Ms. Rhodes expects.

Ms. Rhodes is not successfully communicating with her students.

Obj. 4-5 3. When a teacher and/or assistant teacher does not make behavioral limits or the specifics of a task clear, students are unlikely to respond in the way the teacher or assistant teacher expects and behavior problems may also result.

Ms. Kaplan informs her class that diaramas on Africa will be due next week. She tells the students how to make a diarama but does not show them a sample. When the students turn in their diaramas, many are incorrectly done.

Ms. Kaplan should have specified what "next week" meant.

Ms. Kaplan needed to show some examples of diaramas so the students knew what to do.

Imprecise language, a lack of instructional clarity, and poor communication, were Ms. Kaplan's problem.

Activities for Module #1 continued:

Obj. 4-5 4. Mr. Smith tells the class, "Keep busy. I'll be right back. And remember, no talking." When he returns 15 minutes later, he finds that many students are talking and have not been working.

Mr. Smith's statement "keep busy" was vague.

Mr. Smith did not specify what the children were to do. He should have said, "Do the first 6 problems in your book" and made the assignment clear.

In Mr. Smith's absence, the students are likely to misbehave without having something to do.

Obj. 4-5 5. Clear, specific directions and instructions for activities and assignments are necessary for eliciting appropriate student behavior. Examine these two sets of statements.

Ms. Norris says, "Show you have some responsibility."
Ms. Tinker says, "Demonstrate responsibility by completing your seatwork without being reminded to finish it."

Miss Leffler says, "Do some reading in your social studies text." Miss Stone says, "Read Chapter 9, pages 70-82 by class-time tomorrow."

The first statements of each pair are vague and lack instructional clarity.

The second statement of each pair specifies what the student is to do and leaves little room for confusion and misunderstanding.

Obj. 4-5 6. Re-write these statements to have instructional clarity:

"Remember your table manners"

"Work on your math"

"Do some work in your reading workbook"

Obj. #6 7. The presenter should perform each of the following behaviors:

yell or otherwise indicate hostility to the group
express pleasure with the way the group is paying attention
scold some members of the audience angrily
read something to the group in an interested and enthusiastic way.

Activities for Module #1 continued:

After each one, stop and ask the people listening how the behaviors presented caused them to feel. Help the audience conclude that teacher behaviors are often imitated by students and due to this teachers have to be models of appropriate behavior.

REVIEW/FOLLOW-UP QUESTIONS FOR USE FOLLOWING COMPLETION OF MODULE #1

ACTIVITIES AND STUDY OF THE RELEVANT CONCEPTS IN MODULE #1

Obj. 1-2 1. Define each of the following:

Classroom management -

Behavior management -

Obj. 3 2. Compare how behavior management and traditional disciplinary techniques are alike and how they are different.

Obj. 4 3. Communication is effective if it is (list what is needed):

Obj. 5 4. Explain how effective communication and clear classroom instructions help teachers and assistant teachers maintain classroom control.

Obj. 6 5. Think about a day when you came to school angry or hostile or upset. How did you handle your feelings in class? Do you find that your students imitated or modeled your behavior?

Obj. 6 6. When the teacher is very enthusiastic it will be contagious and the assistant teacher and students will be too. Think back to when you energetically and enthusiastically presented material to your class. How did your students respond? What can be concluded about the effect of teacher behaviors on student behaviors? on assistant teachers behaviors? For what subjects are you enthusiastic? How can you improve your teaching in subjects where you want to increase student interest?

FOR SUPERVISOR USE AND CLASSROOM OBSERVATIONS OF PARTICIPANTS AFTER COMPLETION OF MODULE #1

Obj. 1-3 1. Count the number of times teachers scold, praise, threaten and are positive and encouraging with students. Count the number of times teachers are enthusiastic, are modeling angry behavior or are effectively handling anger and upset. Be sure to observe a number of times and at various times during the day to get an accurate sample of teacher behaviors. (See Appendix B) Go over what you have observed with the teachers as you attempt to help them improve their instructional and behavior management efforts.

Obj. 4-5 2. Observe teachers and assistant teachers at least three times within a week to assess how frequently they put into practice those behaviors which are necessary for effective communication. Observe the clarity, eye contact, tone, distance and other items necessary for good communication. (See Appendix B) Discuss your observations with the teachers to help them improve their communication skills.

Module II

Planning and Classroom Management

For simultaneous use with elementary teachers and assistant teachers

For: Both large and small groups

MODULE #2 PLANNING AND CLASSROOM MANAGEMENT

PREVIEW QUESTIONS FOR MODULE #2

1. How is instructional preparation by the teacher and assistant teacher related to classroom management?

2. What is the relationship between keeping students productively busy and the way students behave?

3. What is the relationship between the teacher's utilization of the assistant teacher and classroom control?

4. What activities can be used to prevent classroom behavior problems?

5. What type of materials can be developed by teachers and/or assistant teachers to prevent classroom behavior problems?

6. What rules do teachers need to establish for effective classroom management?

OBJECTIVES FOR MODULE #2

Following the completion of the activities for Module #2 and after having studied the handouts for Module #2, participants will:

1. be able to explain how teacher preparation is related to classroom management

2. demonstrate an understanding that keeping students productively busy is a primary way of avoiding many routine classroom behavior problems

3. demonstrate an understanding that there is a relationship between teacher preparation and classroom control

4. demonstrate an understanding of the importance of developing activities that can prevent classroom behavior problems

5. demonstrate that a variety of materials can be developed by teachers and/or assistant teachers to prevent classroom behavior problems

6. be able to establish rules for effective classroom management.

HANDOUT FOR MODULE #2 PLANNING AND CLASSROOM MANAGEMENT-RELEVANT CONCEPTS from Any Teacher Can! Practical Strategies for Effective Classroom Management, Carson, Joan C. & Carson, Peter, 1984. C. Thomas publisher

(Transparency #8)
Obj. 1-3 Effective teaching and effective classroom management require that teachers and assistant teachers be prepared for their classes and occupy children in productive and educationally meaningful activities.

(Transparencies #9-11) Teachers and assistant teachers who are insufficiently prepared for the day's work provide poor models for their students who often have frequent behavior problems.

Children who are unoccupied because their teacher or assistant teacher is unprepared are more likely to misbehave than children who are working and learning.

All teachers are occasionally unprepared or unable to keep children productively occupied as no teacher can be totally prepared at all times and unforseen events do occur. Being frequently unprepared and having children face long periods of time with nothing to do is very likely to result in classroom behavior problems.

Heavy reliance on ditto sheets and seatwork to substitute for actual teaching and student-teacher interaction is a questionable practice. It is questionable both in terms of teaching effectiveness and in relation to behavior management.

Children who finish seat assignments ahead of others need to have meaningful tasks to keep them occupied and learning. Tasks should not be merely busy work.

Children who are bored with an assignment or frustrated by the difficulty level of assignment are likely to misbehave. Plan appropriate activities for the different levels found in your classroom and be sure that the tasks are on the child's difficulty level.

When students are left unoccupied and without specific directions of what to do in the teacher's absence, they are likely to misbehave. With the assistant teacher serving as the authority figure student work should continue without interruption.

A teacher who has planned properly will not have to waste productive teaching time out of the classroom, as in the mimeograph room, or within the classroom, as taking large amounts of time to put assignments on the chalkboard.

(Transparencies #9-11)

The well-prepared teacher prevents many classroom behavior problems by providing children with meaningful and productive assignments.

Gainfully occupied children have little time for misbehavior.

Have extra "grab-bag" type activities (puzzles, books, novel reading materials, task cards, games, etc.) available for children to use when free time becomes available to them.

Designated planning periods at least twice a week where teachers and assistant teachers discuss weekly objectives and specific roles each will play in helping students meet those objectives are necessary, if the assistant teacher is to be fully utilized in the classroom.

HANDOUT #2 for MODULE #2 RELEVANT CONCEPTS cont'd

Obj. 1-4 (Transparencies #9-12)

The establishment of activity areas and learning centers within the classroom facilitate teachers' instructional and behavior management efforts.

Mr. Blackburn has a "quiet corner" in his classroom. At this corner the children may read, listen to tapes using headsets, or engage in other quiet activities. In the quiet corner Mr. Blackburn has a small carpet on the floor that was made by putting together carpet sample squares donated by a local floorcovering store. When children finish their seatwork, they are allowed to go to the corner and work quietly or simply relax until the rest of the students complete their assigned work.

Mr. Robb has established a "fun center" at the back of his classroom where he has a number of educational materials and toys (blocks, games, puzzles, microscopes, and so on). When children complete their work, they are allowed to go to the center as a reward and use any educational material or toy of their choice. Mr. Robb has several floor pillows at the center to make it an appealing and relaxing place for the children.

Both Mr. Blackburn and Mr. Robb are effectively using academically related tasks as reinforcement for appropriately completing assigned work. In both examples, the teachers are providing meaningful activities to productively occupy children who complete their assignments early. The establishment of activity areas or learning centers is a good practice that productively utilizes available educational materials, enhances children's learning and enjoyment of school, and prevents the behavior problems that typically occur when children are unoccupied.

Utilize the assistant teacher in situations which will assist students in <u>correctly</u> completing assignments and in assisting students who tend to wander off task and thus fail to complete given assignemnts.

Assistant teachers should be given the responsibility for reinforcing concepts and skills previously introduced by the teacher. This may be done as the assistant moves from child to child giving independednt assistance or through small group instruction. As students utilize learning centers or activity areas within the classroom, assistant teachers may supervise and assist them as they complete tasks and seek feedback.

HANDOUT #2 for MODULE #2 RELEVANT CONCEPTS cont'd

Obj. 5 (Transparency #13)

The placement, storage, and use of teacher-prepared and commercial instructional materials and audio-visual equipment often significantly influence student behavior. Special areas and centers within the classroom can be established for independent student use of materials and thus require minimal teacher or assistant teacher supervision.

Specific procedures need to be established for the use, checkout, and storage of materials.

Both teacher/assistant teacher made and commercial materials can be used to establish learning centers or activity areas.

Over time and with administrator support, teachers and/or assistant teachers can prepare various instructional materials: shoe box kits, file folder activities, collections of task cards, flash cards, puzzles, games, etc. Often materials can be made at a fraction of the cost of similar commercial materials.

Often teacher-made materials are more suitable for a particular group of students than are commercial materials.

The time and effort teachers and/or assistant teachers put into making material is more than rewarded by children's learning and improved behavior.

If materials, because of the specifics of a school situation, are not placed in individual classrooms but rather are centrally housed in a resource or library-media center, then there has to be cooperation, flexibility, and coordination of instructional activities so that the school's materials are available to all.

Obj. 6 (Transparency #14)

Rules describe behavior and the conditions under which behaviors may occur.

Classroom rules can guide appropriate behavior and are necessary for effective interaction and instruction.

Good classroom rules specify exactly what behavior is allowed or expected of students. Furthermore, for the rules to be effective, they require consistent enforcement.

Effective classroom rules are short, positively stated, and easy for students to remember.

Good classroom rules are behavioral, that is they specifically summarize appropriate behavior. Students will remember what is expected of them if rules are clear behavioral statements.

HANDOUT #2 for MODULE #2 RELEVANT CONCEPTS cont'd

An example of a behaviorally stated rule is "We walk in the halls.", which specifies what is to be done.

Correctly constructed rules help teachers prevent the occurance of common classroom behavior problems because they clearly indicate to students what behavior is expected of them.

Stating rules in behavioral terms makes students less likely to break or ignore the rules trying to see "how much they can get away with" before being reprimanded.

Classroom rules need to be as short as possible and relatively easy for students to understand and remember. This is especially important with young children.

It is preferable, for example, to have a rule that says "Raise your hand and wait until you are called on before speaking." than to have a rule that says "Don't call out.".

Rules that are stated in negative terms leave students in doubt about what is appropriate behavior and do not inform students about precisely what is expected of them.

The number of rules teachers expect students to obey should be kept to a reasonable minimum.

Too many rules may amount to nagging and students may ignore all the rules if there are too many or if they are unreasonable.

Add rules as necessary. There is no reason to specify the rules for a field trip if the trip is not going to occur for 6 weeks.

Consistency by the teacher and assistant teacher with regard to enforcing rules must be followed. The teacher, as the instructional leader in the classroom, must communicate classroom rules to the assistant teacher and indicate to him/her by what method those rules are to be taught and/or enforced.

(Transparency #14)

Prematurely presented rules will be forgotten and will require teacher explanation twice; initially when they are presented, and then again closer in time to the behavior when they are relevant.

Conspicuously post the rules and regularly review them with students to be sure they are understood as well as to recognize student compliance with the rules.

Classroom rules also need to be reasonable expectations of behavior.

HANDOUT #2 for MODULE #2 RELEVANT CONCEPTS cont'd

Behavioral expectations will vary with the age of students, their developmental characteristics and other specifics of a situation. In formulating rules then, be sure that they are reasonable expectations of behavior for your particular group.

Rules have to be enforced with appropriate consequences.

Effective teachers and assistant teachers have rules that specify both behavior and the consequence for compliance or violation of the rules.

Specific behavioral statements are more easily enforced than are vague statements or expressions.

When a rule states the details of what is to be done and what the consequences are, the child cannot make excuses for noncompliance and the teacher can provide appropriate consequences.

Miss Smith says, "Put your books away."
Miss Smith should say, "Put your books away before you go to recess."

Mr. Tread says, "No talking."
Mr. Tread should say, "When you work quietly and finish, I will read a story to you."

Mrs. Jones says, "Clean up."
Mrs. Jones should say, "Everyone's work area must be clean before we can go to lunch."

In these three pairs of examples, the teacher's first comments were vague and insufficiently specific to give adequate direction to students. When the statements were rephrased in terms of what they each should say, they were then very much like an "if-then" condition: "If you do this, then this will occur."

Sometimes it may be preferable to phrase rules in terms of "when you do this, then this will occur" rather than "if you don't this, then this will occur".

HANDOUT FOR MODULE #2 PLANNING AND CLASSROOM MANAGEMENT-RELEVANT CONCEPTS from Any Teacher Can! Practical Strategies for Effective Classroom Management, Carson, Joan C. & Carson, Peter, 1984. C. Thomas publisher

Obj. 1-3

Effective teaching and effective classroom management require that teachers and assistant teachers be prepared for their classes and occupy children in productive and educationally meaningful activities.

Teachers and assistant teachers who are insufficiently prepared for the day's work provide poor models for their students who often have frequent behavior problems.

Children who are unoccupied because their teacher or assistant teacher is unprepared are more likely to misbehave than children who are working and learning.

All teachers are occasionally unprepared or unable to keep children productively occupied as no teacher can be totally prepared at all times and unforseen events do occur. Being frequently unprepared and having children face long periods of time with nothing to do is very likely to result in classroom behavior problems.

Heavy reliance on ditto sheets and seatwork to substitute for actual teaching and student-teacher interaction is a questionable practice. It is questionable both in terms of teaching effectiveness and in relation to behavior management.

Children who finish seat assignments ahead of others need to have meaningful tasks to keep them occupied and learning. Tasks should not be merely busy work.

Children who are bored with an assignment or frustrated by the difficulty level of assignment are likely to misbehave. Plan appropriate activities for the different levels found in your classroom and be sure that the tasks are on the child's difficulty level.

When students are left unoccupied and without specific directions of what to do in the teacher's absence, they are likely to misbehave. With the assistant teacher serving as the authority figure student work should continue without interruption.

A teacher who has planned properly will not have to waste productive teaching time out of the classroom, as in the mimeograph room, or within the classroom, as taking large amounts of time to put assignments on the chalkboard.

The well-prepared teacher prevents many classroom behavior problems by providing children with meaningful and productive assignments.

Gainfully occupied children have little time for misbehavior.

Have extra "grab-bag" type activities (puzzles, books, novel reading materials, task cards, games, etc.) available for children to use when free time becomes available to them.

Designated planning periods at least twice a week where teachers and assistant teachers discuss weekly objectives and specific roles each will play in helping students meet those objectives are necessary, if the assistant teacher is to be fully utilized in the classroom.

HANDOUT #2 for MODULE #2 RELEVANT CONCEPTS cont'd

Obj. 1-4 The establishment of activity areas and learning centers within the classroom facilitate teachers' instructional and behavior management efforts.

Mr. Blackburn has a "quiet corner" in his classroom. At this corner the children may read, listen to tapes using headsets, or engage in other quiet activities. In the quiet corner Mr. Blackburn has a small carpet on the floor that was made by putting together carpet sample squares donated by a local floorcovering store. When children finish their seatwork, they are allowed to go to the corner and work quietly or simply relax until the rest of the students complete their assigned work.

Mr. Robb has established a "fun center" at the back of his classroom where he has a number of educational materials and toys (blocks, games, puzzles, microscopes, and so on). When children complete their work, they are allowed to go to the center as a reward and use any educational material or toy of their choice. Mr. Robb has several floor pillows at the center to make it an appealing and relaxing place for the children.

Both Mr. Blackburn and Mr. Robb are effectively using academically related tasks as reinforcement for appropriately completing assigned work. In both examples, the teachers are providing meaningful activities to productively occupy children who complete their assignments early. The establishment of activity areas or learning centers is a good practice that productively utilizes available educational materials, enhances children's learning and enjoyment of school, and prevents the behavior problems that typically occur when children are unoccupied.

Utilize the assistant teacher in situations which will assist students in correctly completing assignments and in assisting students who tend to wander off task and thus fail to complete given assignemnts.

Assistant teachers should be given the responsibility for reinforcing concepts and skills previously introduced by the teacher. This may be done as the assistant moves from child to child giving independednt assistance or through small group instruction. As students utilize learning centers or activity areas within the classroom, assistant teachers may supervise and assist them as they complete tasks and seek feedback.

HANDOUT #2 for MODULE #2 RELEVANT CONCEPTS cont'd

Obj. 5

The placement, storage, and use of teacher-prepared and commercial instructional materials and audio-visual equipment often significantly influence student behavior. Special areas and centers within the classroom can be established for independent student use of materials and thus require minimal teacher or assistant teacher supervision.

Specific procedures need to be established for the use, checkout, and storage of materials.

Both teacher/assistant teacher made and commercial materials can be used to establish learning centers or activity areas.

Over time and with administrator support, teachers and/or assistant teachers can prepare various instructional materials: shoe box kits, file folder activities, collections of task cards, flash cards, puzzles, games, etc. Often materials can be made at a fraction of the cost of similar commercial materials.

Often teacher-made materials are more suitable for a particular group of students than are commercial materials.

The time and effort teachers and/or assistant teachers put into making material is more than rewarded by children's learning and improved behavior.

If materials, because of the specifics of a school situation, are not placed in individual classrooms but rather are centrally housed in a resource or library-media center, then there has to be cooperation, flexibility, and coordination of instructional activities so that the school's materials are available to all.

Obj. 6

Rules describe behavior and the conditions under which behaviors may occur.

Classroom rules can guide appropriate behavior and are necessary for effective interaction and instruction.

Good classroom rules specify exactly what behavior is allowed or expected of students. Furthermore, for the rules to be effective, they require consistent enforcement.

Effective classroom rules are short, positively stated, and easy for students to remember.

Good classroom rules are behavioral, that is they specifically summarize appropriate behavior. Students will remember what is expected of them if rules are clear behavioral statements.

HANDOUT #2 for MODULE #2 RELEVANT CONCEPTS cont'd

An example of a behaviorally stated rule is "We walk in the halls.", which specifies what is to be done.

Correctly constructed rules help teachers prevent the occurance of common classroom behavior problems because they clearly indicate to students what behavior is expected of them.

Stating rules in behavioral terms makes students less likely to break or ignore the rules trying to see "how much they can get away with" before being reprimanded.

Classroom rules need to be as short as possible and relatively easy for students to understand and remember. This is especially important with young children.

It is preferable, for example, to have a rule that says "Raise your hand and wait until you are called on before speaking." than to have a rule that says "Don't call out.".

Rules that are stated in negative terms leave students in doubt about what is appropriate behavior and do not inform students about precisely what is expected of them.

The number of rules teachers expect students to obey should be kept to a reasonable minimum.

Too many rules may amount to nagging and students may ignore all the rules if there are too many or if they are unreasonable.

Add rules as necessary. There is no reason to specify the rules for a field trip if the trip is not going to occur for 6 weeks.

Consistency by the teacher and assistant teacher with regard to enforcing rules must be followed. The teacher, as the instructional leader in the classroom, must communicate classroom rules to the assistant teacher and indicate to him/her by what method those rules are to be taught and/or enforced.

Prematurely presented rules will be forgotten and will require teacher explanation twice; initially when they are presented, and then again closer in time to the behavior when they are relevant.

Conspicuously post the rules and regularly review them with students to be sure they are understood as well as to recognize student compliance with the rules.

Classroom rules also need to be reasonable expectations of behavior.

HANDOUT #2 for MODULE #2 RELEVANT CONCEPTS cont'd

Behavioral expectations will vary with the age of students, their developmental characteristics and other specifics of a situation. In formulating rules then, be sure that they are reasonable expectations of behavior for your particular group.

Rules have to be enforced with appropriate consequences.

Effective teachers and assistant teachers have rules that specify both behavior and the consequence for compliance or violation of the rules.

Specific behavioral statements are more easily enforced than are vague statements or expressions.

When a rule states the details of what is to be done and what the consequences are, the child cannot make excuses for noncompliance and the teacher can provide appropriate consequences.

Miss Smith says, "Put your books away."
Miss Smith should say, "Put your books away before you go to recess."

Mr. Tread says, "No talking."
Mr. Tread should say, "When you work quietly and finish, I will read a story to you."

Mrs. Jones says, "Clean up."
Mrs. Jones should say, "Everyone's work area must be clean before we can go to lunch."

In these three pairs of examples, the teacher's first comments were vague and insufficiently specific to give adequate direction to students. When the statements were rephrased in terms of what they each should say, they were then very much like an "if-then" condition: "If you do this, then this will occur."

Sometimes it may be preferable to phrase rules in terms of "when you do this, then this will occur" rather than "if you don't this, then this will occur".

INSTRUCTIONAL ACTIVITIES FOR MODULE #2

Read, explain and/or have participants role-play as appropriate.

Obj. 1-5 1. Ms. Blake devotes much of her instruction of language arts to having students complete ditto work at their seats. Often with group assignments some children complete their work before the others, thus sitting in class with nothing to do. Since Ms. Blake doesn't plan in advance with her assistant teacher who could provide reinforcement activities if asked to do so, the children who finish early, although good students, often misbehave.

Because Ms. Blake is not providing productive work for students, it is predictable that the students will misbehave. Bored and unoccupied students are likely to be behavior problems.

Ms. Blake needs to be better prepared, plan with her assistant teacher, and pay greater attention to the individual differences among her students. Discuss the kinds of activities and/or materials that could be used to accomplish this.

Obj. 1-5 2. Mr. Jones rarely has the days' work ready for the students. He usually spends valuable class time in putting math assignments on the chalkboard or in the mimeograph room getting the days' assignments ready. While the assistant teacher is searching for an activity Mr. Jones asked her to find, and he is at the chalkboard, or out of the room, the children fidget and often get very noisy and disruptive.

Mr. Jones is not sufficiently prepared for the days' activities.

Mr. Jones is wasting valuable instructional time while in the mimeograph room or when putting the assignment on the chalkboard.

His absence from the room, the lack of positive utilization of the assistant teacher, and the wasted time the children spend waiting for him to get the assignments ready for them are direct causes of the students' noisy, fidgety behavior.

Mr. Jones needs to spend non-class time preparing his class work.

He is a poor model for students and his assistant teacher by coming to work unprepared. By his actions he is indicating to students, and the assistant teacher, that it is acceptable to get things done at the last possible moment.

The well-prepared teacher prevents many classroom problems by being prepared ahead of time and giving children meaningful and productive assignments. Describe some math games, activities, or materials Mr. Jones could prepare for his students.

Obj. 1-5 3. Discuss how, in each of the following two situations the teacher by being prepared, would lessen the likelihood of behavior problems.

a. The students in Mrs. Black's class often chatter and sit impatiently while she looks through her papers for their next assignment....

b. Jack has difficulty in starting to complete the assignment. The directions are too hard for him to read and comprehend and the assigned problems have little meaning. He quickly begins to distract students sitting nearby who are engaged in completing the assignment.

Obj. 5 4. Select a grade level and a subject area. You will probably want to choose the grade and subject you teach. Describe three teacher made/assistant teacher made instructional materials appropriate for the subject and the grade level.

Obj. 4 5. Design a learning activity center for a specific subject area and grade level. Specify what materials will be in the center, how the center will be organized and arranged, and what procedures you will have for use and sharing of the items in the center.

Obj. 1-5 6. Make one of the following materials for a specific grade level of your choice:

a shoe box kit (all necessary materials for the activity are housed in the box)

a file folder activity (all necessary items are within the folder; especially effective for language arts, reading, and math)

an instructional game

a collection of task cards or flash cards

Obj. 6 7. For rules to be effective, they need to be short; clearly, positively, and behaviorally stated; and easy for students to remember. Rules also need to be reasonable expectations of behavior. Write a rule for each of the following. The first one has an example.

Hall behavior: Example: Walk quietly in the halls with your partner.

Cleanup in the cafeteria

Asking a question in class

Going to the restroom

Sharpening a pencil

Lining up for the bus

Use of the in-class library

Obj. 6 8. "If-then" statements can be used to specify a behavior and a consequence. Use the "if-then" construction to specify a positive consequence for the behaviors listed below. One is given as an example.

a. Completion of an assignment on time
Example: "If you complete your math by the end of the period, then tomorrow you may ..."

b. Silent reading

c. Raising hand to speak

d. Following instructions during a fire drill

e. Lining up quietly

f. Adhering to rules for library use

g. Cleaning up after art

h. Working quietly with a partner at the computer

REVIEW/FOLLOW-UP QUESTIONS FOR USE FOLLOWING COMPLETION OF MODULE #2

ACTIVITIES AND STUDY OF THE RELEVANT CONCEPTS IN MODULE #2

Obj. 1-5 1. Having enough meaningful and productive activities for students of all ability levels is essential for maintaining classroom control. Think about a typical week of instruction in your classroom. Do you provide enough activities for those students who finish their work early? Do you utilize the assistant teacher effectively? List the activities you provide for students who complete assignments early. If you do not have many activities then what are students who finish early instructed to do with their time while waiting on the rest of the class to finish the assignment? Explain. Make additional activities as you now realize the importance of planned instructional opportunities for students. The number of students who misbehave because they are bored or unoccupied will be greatly reduced upon initiation of these activities into the daily schedule.

Obj. 1-5 2. List two new math and two new reading activities the teacher or assistant teacher could provide for students who have finished other assignments early. Explore the possibility of developing activities which reinforce previously introduced concepts.

3. What opportunities arise during the school day that would promote the assistant teacher's becoming an effective classroom manager?

REVIEW/FOLLOW-UP QUESTIONS FOR MODULE #2 cont'd

Obj. 1-5 4. During what times of the day would extra preparation, additional or grab bag type activities help to prevent behavior problems in the classroom? If you can establish a particular time or pattern in your response, then prepare to prevent problems by keeping the children productively busy.

Obj. 6 5. List the criteria necessary for rules to be effective.

Obj. 5 6. List below your current classroom rules. Now examine (if) your rules compare to the criteria for writing rules that you gave in response to #5 above. Re-write your rules so that they are effectively and clearly stated.

FOR SUPERVISOR USE AND CLASSROOM OBSERVATION OF PARTICIPANTS AFTER COMPLETION OF MODULE #2

Obj. 1-5 1. Observations should be conducted to evaluate how well prepared the teacher-assistant teacher teams are with regard to meeting instructional objectives. Are many students repeatedly sitting idly waiting for a next assignment? Are provisions made for the students who finish their work well ahead of the others? Do assignments appear to be appropriately tailored to the difficulty levels of the students in the classroom? (See Appendix C) Use the results gathered from all who you have observed to help them see the need for adequate teacher preparation. Suggest activities and if possible help with the development of materials, obtaining supplies, etc.

Obj. 6 2. Ask the teachers under your supervision to write down the rules that they expect the students in their classes to follow. Examine the rules and clarify them as needed by reviewing with the teachers and assistant teachers the suggestions made for writing rules.

Obj. 6 3. Discuss with teachers how their classroom rules are enforced. Check that the rules are reasonable expectations of behavior and observe if they are being enforced. Observe periodically to be sure to get an adequate sample of teacher behavior.

Module III

Maintaining Positive Appropriate Behavior

For simultaneous use with elementary teachers and assistant teachers

For: Both large and small group

MODULE #3 MAINTAINING POSITIVE APPROPRIATE BEHAVIOR

PREVIEW QUESTIONS FOR MODULE #3

1. What is behavior?
2. What is appropriate behavior?
3. What is an assertive teacher?
4. What is an aggressive teacher?
5. What is a nonassertive teacher?
6. What is a reinforcer?
7. How can reinforcers or rewards be used to maintain and encourage positive behaviors?

OBJECTIVES FOR MODULE #3

Following the completion of the activities for Module 3 and after having studied the handouts for Module 3, participants will:

1. be able to define behavior
2. be able to demonstrate an understanding of the appropriateness of a behavior as determined by the situation
3. be able to describe and model assertive teacher behaviors
4. be able to describe and avoid using aggressive teacher behaviors
5. be able to describe and avoid using nonassertive teacher behaviors
6. be able to define reinforcer
7. be able to demonstrate an understanding of how reinforcers or rewards can be used to maintain and encourage positive behaviors.

HANDOUT FOR MODULE #3 MAINTAINING POSITIVE BEHAVIOR - RELEVANT CONCEPTS from Any Teacher Can! Practical Strategies for Effective Classroom Management, Carson, Joan C. and Carson, Peter, 1984. C. Thomas publisher

(Transparancy #15)
Obj. 1 Behavior is what people do.

(Transparancy #16) Behavior is the way people act and respond.

At the present time you are doing a number of things; thinking, listening, breathing, writing, etc.

People engage in an infinite number of behaviors. Behaviors range from sleeping to fighting, from talking to listening, from drinking to walking and so on.

Any action is a behavior and when you are doing something you are behaving. The term "behaving" when used this way has no implication of goodness or badness or of the desirability or undesirability of the behavior.

The term "behaving" simply indicates that someone is doing something and it does not necessarily imply "well-behaved" or behaving "properly."

No behavior as such is good or bad or right or wrong because behavior is usually judged in relation to the situation in which it occurs.

Obj. 2 (Transparancy #17) Running and jumping may be fine on the playground but they are not allowed in the classroom.

It is permissible to write on the chalkboard, but not on the classroom walls.

In working with students, it is important to remember that neither the child nor the behavior are, in and of themselves, good or bad. Rather, the behavior itself should be described and whether it is good or bad will depend on the context in which the behavior is performed.

Depending on the grade level, the nature of the group, and the age of a child, different teachers will consider different behaviors as appropriate or inappropriate.

Speaking out without raising your hand may be an appropriate behavior when in a small group discussion, but it is not appropriate behavior when in a large group.

HANDOUT #3 for MODULE #3 RELEVANT CONCEPTS cont'd

Obj. 3 (Transparancy #18)

An assertive teacher or assistant teacher realizes that children require adult guidance for proper socialization.

An assertive teacher or assistant teacher sets firm and consistent limits on students' behavior.

An assertive teacher or assistant teacher sets clear behavioral limits for students.

An assertive teacher or assistant teacher speaks firmly, forcefully, and calmly.

An assertive teacher or assistant teacher avoids vague and subjective guidelines and expectations for children's behavior.

An assertive teacher or assistant teacher concentrates on clearly definable and readily observable behaviors.

An assertive teacher or assistant teacher, after establishing clear behavioral limits, effectively communicates them to the students.

An assertive teacher or assistant teacher is neither aggressive towards children nor insensitive to the children's need for warmth and support.

Being firm with students and setting limits on their behavior is good for everyone in the classroom and is compatible with being a warm, caring and supportive teacher.

An assertive teacher or assistant teacher is positive and firm and thus helps students behave appropriately. When students behave appropriately, the assertive teacher then has many opportunities to interact with the students in a warm and supportive manner.

Assertive teacher behaviors, in the long run, are in the best interests of both the teacher and the students.

Obj. 4 (Transparancy #19)

An aggressive teacher or assistant teacher is harsh with students.

An aggressive teacher or assistant teacher is typically insensitive to students' needs.

An aggressive teacher often destroys the lines of communication with students.

An aggressive teacher or assistant teacher often models inappropriate behaviors like anger, shouting, hostility.

HANDOUT #3 for MODULE #3 RELEVANT CONCEPTS cont'd

Obj. 4 cont'd

An aggressive teacher or assistant teacher is likely to elicit aggressive behaviors on the part of the students.

Aggressive teacher behavior is inappropriate for the classroom because aggressiveness is a harsh and inhumane way of acting.

(Transparancy #19)

Aggression should not be tolerated by anyone, teachers or students. Teachers should not model verbally or physically aggressive behaviors for their students.

Obj. 5 (Transparancy #20)

A nonassertive teacher or assistant teacher appears to be well-meaning in interactions with students, but typically fails to set proper limits on student behavior.

A nonassertive teacher or assistant teacher, by failing to set proper limits on students' behavior, often gives up control of the classroom to students.

A nonassertive teacher or assistant teacher, because of passive behavior and the lack of assertive behavior, often loses control to students.

A nonassertive teacher or assistant teacher fails to provide behavioral expectations for students.

A nonassertive teacher or assistant teacher often fails to communicate the behavior expectations to students.

If nonassertive teachers set and verbalize behavioral expectations to students, such teachers often fail to back up their words with appropriate action.

The nonassertive teacher or assistant teacher frequently neglects to provide appropriate consequences for behavior.

The nonassertive teacher or assistant teacher often has vague classroom rules and is inconsistent about enforcing them.

The nonassertive teacher of assistant teacher typically lacks authority in interacting with students and often communicates weakly and ineffectively.

Teachers and assistant teachers need to develop an assertive rather than an aggressive or nonassertive manner.

ANY TEACHER OR ASSISTANT TEACHER CAN become an assertive teacher and thus also become an effective classroom manager.

Obj. 6

Consequences are what happens after a behavior occurs.

(Transparancy #21)

Reinforcers are consequences that follow a behavior and strenghten the behavior that they follow.

When a child asks a question and the teacher and assistant teacher answers it and says, "That is a good question," the teachers' positive reply is a reinforcer.

A behavior that is reinforced is likely to re-occur.

Reinforcers are used to teach new behaviors and to maintain existing behaviors.

Reinforcers are sometimes also called rewards.

Reinforcers are consequences that an individual finds positive, rewarding or pleasurable.

When the consequences that follow a behavior strenghten the behavior, those consequences are reinforcers.

Teachers and assistant teachers have at their disposal a number of very powerful and easily administered reinforcers.

Common reinforcers well under teacher control are teacher attention, praise, and routine classroom priviledges.

Obj. 7

(Transparancy #22)

Reinforcers, because they strenghten the behaviors they follow, must only follow desirable or good behaviors.

Sometimes teachers and/or assistant teachers accidently reinforce the wrong behaviors by paying attention to a misbehaving student or otherwise rewarding inappropriate behavior.

Not all consequences which the teacher or assistant teacher feels are reinforcing for a specific child may in fact be reinforcing for that child.

Some children find grades reinforcing and other children do not.

Most children respond well to praise and commendation, but others may not.

The only way to know whether something is a reinforcer for a child is to observe how that reinforcer effects the behavior.

Reinforcers will be most effective if they are consistently and immediately provided for the behavior that you are trying to maintain or strengthen and if reinforcers appropriate for the child are used.

HANDOUT #3 for MODULE #3 RELEVANT CONCEPTS cont'd

Obj. 7 cont'd (Transparancy #22)

Statements like these could be used to reward or reinforce improvement on a task or a child's staying in their seat or any other positive behavior that a teacher is trying to maintain and/or increase:

"You did a good job on ..."
"It is much better now that you are ..."
"Now you seem to be able to ..."
"I can really see the improvement in ..."
"Look how much better ..."

There are countless ways to say "good" and to praise and to otherwise indicate to students that their behaviors are appropriate.

The best way to keep students behaving appropriately is to reward or reinforce their positive or appropriate behaviors.

HANDOUT FOR MODULE #3 MAINTAINING POSITIVE BEHAVIOR - RELEVANT CONCEPTS from Any Teacher Can! Practical Strategies for Effective Classroom Management, Carson, Joan C. and Carson, Peter, 1984. C. Thomas publisher

Obj. 1

Behavior is what people do.

Behavior is the way people act and respond.

At the present time you are doing a number of things; thinking, listening, breathing, writing, etc.

People engage in an infinite number of behaviors. Behaviors range from sleeping to fighting, from talking to listening, from drinking to walking and so on.

Any action is a behavior and when you are doing something you are behaving. The term "behaving" when used this way has no implication of goodness or badness or of the desirability or undesirability of the behavior.

The term "behaving" simply indicates that someone is doing something and it does not necessarily imply "well-behaved" or behaving "properly."

No behavior as such is good or bad or right or wrong because behavior is usually judged in relation to the situation in which it occurs.

Obj. 2

Running and jumping may be fine on the playground but they are not allowed in the classroom.

It is permissible to write on the chalkboard, but not on the classroom walls.

In working with students, it is important to remember that neither the child nor the behavior are, in and of themselves, good or bad. Rather, the behavior itself should be described and whether it is good or bad will depend on the context in which the behavior is performed.

Depending on the grade level, the nature of the group, and the age of a child, different teachers will consider different behaviors as appropriate or inappropriate.

Speaking out without raising your hand may be an appropriate behavior when in a small group discussion, but it is not appropriate behavior when in a large group.

HANDOUT #3 for MODULE #3 RELEVANT CONCEPTS cont'd

Obj. 3

An assertive teacher or assistant teacher realizes that children require adult guidance for proper socialization.

An assertive teacher or assistant teacher sets firm and consistent limits on students' behavior.

An assertive teacher or assistant teacher sets clear behavioral limits for students.

An assertive teacher or assistant teacher speaks firmly, forcefully, and calmly.

An assertive teacher or assistant teacher avoids vague and subjective guidelines and expectations for children's behavior.

An assertive teacher or assistant teacher concentrates on clearly definable and readily observable behaviors.

An assertive teacher or assistant teacher, after establishing clear behavioral limits, effectively communicates them to the students.

An assertive teacher or assistant teacher is neither aggressive towards children nor insensitive to the children's need for warmth and support.

Being firm with students and setting limits on their behavior is good for everyone in the classroom and is compatible with being a warm, caring and supportive teacher.

An assertive teacher or assistant teacher is positive and firm and thus helps students behave appropriately. When students behave appropriately, the assertive teacher then has many opportunities to interact with the students in a warm and supportive manner.

Assertive teacher behaviors, in the long run, are in the best interests of both the teacher and the students.

Obj. 4

An aggressive teacher or assistant teacher is harsh with students.

An aggressive teacher or assistant teacher is typically insensitive to students' needs.

An aggressive teacher often destroys the lines of communication with students.

An aggressive teacher or assistant teacher often models inappropriate behaviors like anger, shouting, hostility.

HANDOUT #3 for MODULE #3 RELEVANT CONCEPTS cont'd

Obj. 4 cont'd

An aggressive teacher or assistant teacher is likely to elicit aggressive behaviors on the part of the students.

Aggressive teacher behavior is inappropriate for the classroom because aggressiveness is a harsh and inhumane way of acting.

Aggression should not be tolerated by anyone, teachers or students. Teachers should not model verbally or physically aggressive behaviors for their students.

Obj. 5

A nonassertive teacher or assistant teacher appears to be well-meaning in interactions with students, but typically fails to set proper limits on student behavior.

A nonassertive teacher or assistant teacher, by failing to set proper limits on students' behavior, often gives up control of the classroom to students.

A nonassertive teacher or assistant teacher, because of passive behavior and the lack of assertive behavior, often loses control to students.

A nonassertive teacher or assistant teacher fails to provide behavioral expectations for students.

A nonassertive teacher or assistant teacher often fails to communicate the behavior expectations to students.

If nonassertive teachers set and verbalize behavioral expectations to students, such teachers often fail to back up their words with appropriate action.

The nonassertive teacher or assistant teacher frequently neglects to provide appropriate consequences for behavior.

The nonassertive teacher or assistant teacher often has vague classroom rules and is inconsistent about enforcing them.

The nonassertive teacher of assistant teacher typically lacks authority in interacting with students and often communicates weakly and ineffectively.

Teachers and assistant teachers need to develop an assertive rather than an aggressive or nonassertive manner.

ANY TEACHER OR ASSISTANT TEACHER CAN become an assertive teacher and thus also become an effective classroom manager.

HANDOUT #3 for MODULE #3 RELEVANT CONCEPTS cont'd

Obj. 6

Consequences are what happens after a behavior occurs.

Reinforcers are consequences that follow a behavior and strenghten the behavior that they follow.

When a child asks a question and the teacher and assistant teacher answers it and says, "That is a good question," the teachers' positive reply is a reinforcer.

A behavior that is reinforced is likely to re-occur.

Reinforcers are used to teach new behaviors and to maintain existing behaviors.

Reinforcers are sometimes also called rewards.

Reinforcers are consequences that an individual finds positive, rewarding or pleasurable.

When the consequences that follow a behavior strenghten the behavior, those consequences are reinforcers.

Teachers and assistant teachers have at their disposal a number of very powerful and easily administered reinforcers.

Common reinforcers well under teacher control are teacher attention, praise, and routine classroom priviledges.

Obj. 7

Reinforcers, because they strenghten the behaviors they follow, must only follow desirable or good behaviors.

Sometimes teachers and/or assistant teachers accidently reinforce the wrong behaviors by paying attention to a misbehaving student or otherwise rewarding inappropriate behavior.

Not all consequences which the teacher or assistant teacher feels are reinforcing for a specific child may in fact be reinforcing for that child.

Some children find grades reinforcing and other children do not.

Most children respond well to praise and commendation, but others may not.

The only way to know whether something is a reinforcer for a child is to observe how that reinforcer effects the behavior.

Reinforcers will be most effective if they are consistently and immediately provided for the behavior that you are trying to maintain or strengthen and if reinforcers appropriate for the child are used.

HANDOUT #3 for MODULE #3 RELEVANT CONCEPTS cont'd

Obj. 7 cont'd

Statements like these could be used to reward or reinforce improvement on a task or a child's staying in their seat or any other positive behavior that a teacher is trying to maintain and/or increase:

"You did a good job on ..."
"It is much better now that you are ..."
"Now you seem to be able to ..."
"I can really see the improvement in ..."
"Look how much better ..."

There are countless ways to say "good" and to praise and to otherwise indicate to students that their behaviors are appropriate.

The best way to keep students behaving appropriately is to reward or reinforce their positive or appropriate behaviors.

INSTRUCTIONAL ACTIVITIES FOR MODULE #3

Read, explain and/or have participants role-play as appropriate.

Obj. 1-2 1. Have participants observe all the behaviors of the person sitting next to them. Have each person write down all the behaviors they observe and then discuss how the behaviors compare with typical student behaviors when students are seated in class. Analyze which are appropriate and inappropriate behaviors and how appropriateness depends on the situation.

Obj. 6 2. Discuss reinforcers or rewards that would be appropriate to maintain or increase some of the desirable behaviors that were observed in response to the first activity. Compare and contrast the reinforcers that would be appropriate for various students as well as differences between which reinforcers or rewards are appropriate for children and adults.

Obj. 3-5 3. Select three audience participants and have one role play being an assertive teacher, have one play the part of an aggressive teacher and have one play the part of a nonassertive teacher. Observe the differences in the way the three respond to a behavior problem of your choice. For example, an assertive teacher would specify "raise your hand and when I call on you you may speak;" an aggressive teacher would angrily say "Shut up" and a nonassertive teacher might inappropriately respond to the child who is talking out.

Obj. 3-5 4. Have participants analyze each of the following situations relative to teacher assertiveness and the effectiveness of the communication.

a. In preparing a class for tomorrow's field trip, Mrs. White threathens the class with "you better be good."

b. For the fourth time during the same math period, Mr. Harlow tells Janie, "be quiet or else."

c. Mrs. Barber leaves the classroom and tells the class, "be good and I'll be back soon."

INSTURCTIONAL ACTIVITIES FOR MODULE #3 cont'd

Obj. 6-7 5. Discuss how teachers and assistant teachers can consistently, easily, and immediately reinforce or reward students for working on task or for paying attention in class.

Obj. 6-7 6. Have each participant write down five different ways that they could tell a child "good." Compare and compile all the responses. Point out how such easily administered rewards can be used to maintain and increase the occurance of positive, appropriate classroom behaviors.

REVIEW/FOLLOW-UP QUESTIONS FOR USE FOLLOWING COMPLETION OF MODULE #3 ACTIVITIES AND STUDY OF THE RELEVANT CONCEPTS IN MODULE #3

Obj. 7 1. Define and describe each of the following:

behavior

appropriate behavior

characteristics of an assertive teacher

characteristics of an aggressive teacher

characteristics of a nonassertive teacher

reinforcer or reward

REVIEW/FOLLOW-UP QUESTIONS FOR USE FOLLOWING COMPLETION OF MODULE #3

ACTIVITIES AND STUDY OF THE RELEVANT CONCEPTS IN MODULE #3 cont'd

Obj. 7 2. Explain why and how reinforcers or rewards can be used to maintain and increase positive behaviors.

Obj. 7 3. List ten rewards that could be given to the entire class and that would be suitable for the classroom. Use rewards that are easy to give. Be sure that the activities selected as rewards and the words used to praise and commend are reinforcing to your students. Do not use candy or food as rewards.

REVIEW/FOLLOW-UP QUESTIONS FOR USE FOLLOWING COMPLETION OF MODULE #3

ACTIVITIES AND STUDY FO THE RELEVANT CONCEPTS IN MODULE #3 cont'd

Obj. 7 4. Explain why good grades may not reinforce or reward all children.

Obj. 7 5. List three things teachers could say to reinforce the on-time completion of a task?

Obj. 7 6. What could you say to reinforce a child for completing an especially difficult math assignment?

Obj. 7 7. Describe how you would reinforce a child who typically gets C's but this time scores a B on the reading test.

FOR SUPERVISOR USE AND CLASSROOM OBSERVATION OF PARTICIPANTS AFTER COMPLETION OF MODULE #3

Obj. 1-5 1. Observe a teacher in the classroom. Analyze the teachers' and assistant teachers':

clarity of instructions
specification of behavioral limits and of what are appropriate behaviors
provision of positive consequences for positive behaviors
frequency of aggressive behavior
frequency of nonassertive behavior
frequency of assertive teacher behavior

After a number of observations of the same teacher or assistant teacher, discuss your observations with the teachers so they can improve. (See Appendix D)

Obj. 3-7 2. With teachers' or assistants' permission, tape record some of their interactions with students. Play back the recordings analyzing them for how often teachers reward and for how often behaviors are assertive, aggressive, and nonassertive. Work with the teachers to help them become more reinforcing and assertive rather than aggressive or passive.

Obj. 3-5 3. Encourage teachers or assistants to listen to the tape recordings of themselves and to those of other teachers and assistants (secure teacher permission first). Assess the teachers' tone and voice for quality, pitch, assertiveness, projection, and sincerity. A group approach to this can help teachers or assistants improve whatever deficits they discover that they all have and can ease discomfort when teachers realize that they can and should improve.

Obj. 1, 2, 6, 7 4. Work with teachers and assistants to help them learn to specify and identify what are positive classroom behaviors. Then observe the teachers to see if and how they are rewarding appropriate behaviors when they occur. The teachers may be ignoring many positive classroom behaviors that need to be rewarded. Aide the teachers in remembering to actively, frequently, consistently, and immediately reinforce appropriate student classroom behavior.

Module IV

Keeping Students On Task

For simultaneous use with elementary teachers and teacher assistant

For: Both large and small group

MODULE #4 KEEPING STUDENTS ON TASK

PREVIEW QUESTIONS FOR MODULE #4

1. How do noise and interruptions influence students working on tasks and their staying on task?

2. What effect does the seating arrangement in a classroom have on students working on task?

3. What effect does difficulty level and the interest level of tasks have on students staying on task?

4. What effect does instructional clarity have on keeping students on task?

5. How does teacher and/or assistant teacher enthusiasm and an energetic approach to teaching influence students working on task?

OBJECTIVES FOR MODULE #4

Following the completion of the activities for Module #4 and after having studied the handouts for Module #4, participants will:

1. be able to demonstrate an understanding of how controlling noise and unnecessary interruptions help keep students on task

2. be able to demonstrate an understanding of how the seating arrangement in a classroom influences students working on task

3. be able to demonstrate that by providing tasks with a high interest level and on an appropriate difficulty level for students, students are more likely to stay on task

4. be able to make statements in the classroom that have instructional clarity and thus help to keep students on task

5. be able to demonstrate that energetic and enthusiastic teaching is contagious for producing energetic and enthusiastic learners and for keeping students on task.

HANDOUT FOR MODULE #4 KEEPING STUDENTS ON TASK - RELEVANT CONCEPTS from Any Teacher Can! Practical Strategies for Effective Classroom Management, Carson, Joan C. and Carson, Peter, 1984,. C. Thomas publisher

(Transparency #23)
Obj. 1-2 Some classroom environmental conditions directly influence students' desirable and undesirable behaviors.

(Transparency #24 and #25) Noise, seating arrangements, a task's difficulty and interest level, instructional clarity, and the energy and enthusiasm demonstrated by teachers and assistant teachers are some of the major classroom conditions that influence how students behave and whether they remain on task.

A teacher who is an effective classroom manager needs to recognize and effectively manage the various classroom environmental conditions that influence student behavior.

Donna is a student attempting to work on a seatwork reading assignment. She is distracted by noise from a group of students working at the nearby math center. Donna is likely not to complete the reading assignment and to go off task. The noise from the math table and the nearness of the math center distracts Donna and others from their assigned seatwork. In a situation like this, activities need to be rescheduled so all students are doing seatwork together when it is quiet. Students can then be assigned to centers at times when their working and talking together is less disruptive to others.

Obj. 1 Some noise and interruptions are controllable and some are not.

(Transparency #24) Noise from students or teachers in other classrooms can often be controlled. Sometimes noisy activities can be rescheduled, classes can be assigned to other classrooms where the noise is not disruptive and so on. Such rescheduling and shuffling can best be accomplished by teacher cooperation and a supportive administrator.

Other noises and interruptions are not controllable and so teachers and students have to learn to cope with them. Noise and distraction from an ambulance passing by or from public address announcements are best dealt with by acknowledging them and then continuing on with the assigned task. For example if a railroad train passes nearby daily at 2 p.m., allow the students to look out or attend to the distraction momentarily. After a few days, students will no longer care to attend to it, they will learn to ignore it and thus can continue working on task.

HANDOUT #4 for MODULE #4 RELEVANT CONCEPTS cont'd

Obj. 1 cont'd (Transparency #24)

Interruptions will occur during the course of a school day. They are most effectively dealt with by a teacher or assistant teacher who intends to "make the best of the situation" by minimizing their disruptive effect. Children who are frightened or curious by extreme weather conditions, for example, are likely to pay great attention to the lightening and thunder rather than to the assigned task. If a teacher or assistant teacher scolds and warns students not to attend to the weather, that is probably the best way to insure that the children will definitely pay attention to the weather! An effective approach rather, would be to allow the children to look out the windows briefly, to briefly discuss the weather and then calm the children if they appear frightened or upset. A teacher or assistant could then remind them of the need to get on with the assigned task and then praise students for working on task.

Obj. 2 (Transparency #25)

If Pete talks out of turn to his friend seated next to him, his talking distracts the other children. The other students are further distracted from their work when Pete's teacher admonishes him for talking out. Pete's misbehavior and the teacher's scolding momentarily distracts all students from their work. In a situation like this, Pete needs to be separated from his friend so they do not sit near one another and talk to each other. By separating the two students, the teacher is likely to prevent a reoccurance of the talking out behavior that distracts others.

Seating arrangements influence students' behavior.

Children that are friends and likely to talk with each other should be seated apart from one another to prevent misbehavior and their not working on task.

Similarly, children who often fight or otherwise aggressively bother others should not be seated near one another. Separating the two aggressors often prevents having to deal with additional occurrences of fighting behavior and can assist in keeping students on the assigned task.

Obj. 2 (Transparency #25)

Sometimes it is advisable to rotate where the children sit in the classroom to minimize behavior problems and to keep children on task. For example, Chuck sits in the last seat in the last row. When the bell rings for recess time he pushes and shoves his way out as he does not always want to be the last one to get to recess. Though his teacher has specific rules for the orderly and quiet exiting from the classroom, the teacher might be better off having different rows exit first on different days so the seating arrangement is not an indirect penalty to any one child. Or, another alternative would be to change the children's seats periodically so no child is always at the back or the front.

HANDOUT #4 for MODULE #4 RELEVANT CONCEPTS cont'd

Obj. 2 cont'd (Transparency #25)

If some children require special seating considerations because of hearing or eye problems, seats have to be allocated accordingly. A good thing to remember about behavior control and seating is that the closer the proximity between teacher and student the better the control. This is yet another reason to periodically change students' seats so no children like those at the back of the room feel habitually ignored.

Obj. 3 (Transparency #26)

The difficulty level and interest level of the assigned task is very definitely related to the occurrence of behavior problems and to students staying on task.

Teachers need to be sure that each and every assignment given whether by her/him or the assistant teacher is on a reading level appropriate for the children.

Teachers need to be sure that each and every task assigned is on a difficulty level appropriate for the children.

Students become frustrated and restless with tasks that are far above or below the level on which they are reading and functioning.

For example, Debbie cannot do the same assigned seatwork as her classmates in science because she reads two grade levels below the rest of her classmates. When given the same assignment as the others, she doodles on the paper, does not attempt the task, gets out of her seat and disturbs the others. She is frustrated by the task that is too difficult for her and is disruptive to the other students who are trying to complete their work. Debbie, because she is performing below the group, needs to have tasks assigned to her that she can read. Involvement with the assistant teacher will also help reduce Debbie's frustration as they work together to insure that the assignemt is completed. In this way she can experience success rather than repeated failure and frustration. For children with reading problems, assignments need to be "custom made" for their reading level.

Similarly, students who are bored by tasks that are too easy, extremely uninteresting and unchallenging may also misbehave. For example, Joel works above grade level and often finishes his assignments ahead of the others. Out of boredom and wanting something to do, Joel often distracts others from working. Joel's teacher needs to provide Joel with work different from others that will challenge and stimulate him. If the same work is assigned for all, then Joel's teacher needs to provide the something productive for Joel to do when he finishes his work before the others. Such extra tasks must be of an enriching or rewarding nature and through proper utilization of the assistant teacher these tasks would not merely be busy work.

HANDOUT #4 for MODULE #4 RELEVANT CONCEPTS cont'd

Obj. 3 cont'd (Transparency #26)

It is only reasonable that if the work is too hard or too easy that students will not stay on task. Therefore it is imperative that the reading and overall difficulty level of tasks be appropriate for a particular student or group of students.

The interest level of tasks also significantly effects students working on task.

Tasks that are interesting are likely to be completed.

Tasks that are boring and highly monotonous or repetitive are likely to cause children to stop working on them.

Students watch TV programs that interest them, movies that appeal to them, and read comics and books that interest them. Therefore it is reasonable that assigments be of interest to students if we are expecting students to stay on task.

Learning can be made interesting by having a variety of tasks and different types of assignments.

Student seatwork should not be limited to only boring and uninspiring ditto work.

Overuse and repeated reliance of ditto sheets as a substitute for teaching and teacher - student interaction is questionable and likely to produce bored, inattentive, and otherwise misbehaving students.

Obj. 4 (Transparency #27)

Clear, specific directions and instructions for activities and assignments are necessary for keeeping students on task as well as for keeeping students behaving appropriately.

If a teacher or assistant teacher says "work on your math" students are likely to question what, how much, when. It is much better for teachers to specify with a statement like, "Do the 20 addition problems on page 39."

When a teacher says, "Write a five paragraph paper on Thomas Edison's discovery." that is of more instructional and informational value than merely saying, "Write a science paper.".

Specifying assignment length, topics and so on gives students direction, does not curtail student creativity, and reduces the chance of inappropriate student behavior.

When students know what and when a specifically explained task is expected of them, they are more likely to complete the task than if it is vaguely explained.

HANDOUT #4 for MODULE #4 RELEVANT CONCEPTS cont'd

Obj. 4 cont'd (Transparency #27)

Effective teachers and assistant teachers not only fully explain assignments and tasks, but they also provide appropriate consequences for completion of tasks. For example, an effective teacher specifies the details of the reading assignment and then tells students that upon completion of the work, you may do such and such. Be sure that the positive event promised upon completion of task appeals to the student. Providing reinforcers or rewards for completion is a good way to help students to both stay on and to complete assigned tasks.

Obj. 5 (Transparency #28)

Teachers serve as models for students' behavior.

Teachers serve as models for assistant teachers' behavior.

Teacher and assistant teacher behaviors are contagious because children imitate those around them.

A teacher's enthusiasm and approach to tasks frequently effects the way children perceive and work on tasks. (It also effects the performance of the assistant teacher in the classroom!)

A teacher or assistant teacher who enthusiastically teaches reading and shows students the importance of reading is likely to have students that want to learn to read because they see the need and utility of reading. The enthusiasm shown by the teacher is contagious and results in improved student performance.

If a teacher or assistant teacher is enthusiastic and energetic in her approach to helping children learn, regardless of the subject, the students are more likely to pay attention, and to enthusiastically and energetically respond to the assigned tasks.

If a teacher or assistant teacher appears bored with a subject, appears uninterested, or unenthusiastic and the students sense this, then here too the teachers behaviors are contagious and likely to be imitated by the students.

A teacher's lack of enthusiasm and disinterest is often obvious in unstimulating instruction. Students who are bored and disinterested are not likely to stay on task.

Even though teachers or assistant teachers may have preferences for certain subjects, they need to make every effort to make each concept and lesson as interesting as possible.

Teachers and assistant teachers should try to point out to students how they can use what they are learning as that serves to motivate students to learn the material and to complete the assigned task.

HANDOUT #4 for MODULE #4 RELEVANT CONCPETS cont'd

Obj.5 cont'd (Transparency #28)

All teachers and/or assistant teachers will occassionally have less than stimulating and exciting lessons or be less than thorougly enthusiastic about what they teach. Each and every lesson may not be an outstanding performance. But overall, the teacher with enthusiasm and an energetic "let's learn it together" approach to teaching is likely to be an effective teacher and one with fewer behavior problems and fewer children not working on or completing assigned tasks.

HANDOUT FOR MODULE #4 KEEPING STUDENTS ON TASK - RELEVANT CONCEPTS from Any Teacher Can! Practical Strategies for Effective Classroom Management, Carson, Joan C. and Carson, Peter, 1984,. C. Thomas publisher

Obj. 1-2 Some classroom environmental conditions directly influence students' desirable and undesirable behaviors.

Noise, seating arrangements, a task's difficulty and interest level, instructional clarity, and the energy and enthusiasm demonstrated by teachers and assistant teachers are some of the major classroom conditions that influence how students behave and whether they remain on task.

A teacher who is an effective classroom manager needs to recognize and effectively manage the various classroom environmental conditions that influence student behavior.

Donna is a student attempting to work on a seatwork reading assignment. She is distracted by noise from a group of students working at the nearby math center. Donna is likely not to complete the reading assignment and to go off task. The noise from the math table and the nearness of the math center distracts Donna and others from their assigned seatwork. In a situation like this, activities need to be rescheduled so all students are doing seatwork together when it is quiet. Students can then be assigned to centers at times when their working and talking together is less disruptive to others.

Obj. 1 Some noise and interruptions are controllable and some are not.

Noise from students or teachers in other classrooms can often be controlled. Sometimes noisy activities can be rescheduled, classes can be assigned to other classrooms where the noise is not disruptive and so on. Such rescheduling and shuffling can best be accomplished by teacher cooperation and a supportive administrator.

Other noises and interruptions are not controllable and so teachers and students have to learn to cope with them. Noise and distraction from an ambulance passing by or from public address announcements are best dealt with by acknowledging them and then continuing on with the assigned task. For example if a railroad train passes nearby daily at 2 p.m., allow the students to look out or attend to the distraction momentarily. After a few days, students will no longer care to attend to it, they will learn to ignore it and thus can continue working on task.

HANDOUT #4 for MODULE #4 RELEVANT CONCEPTS cont'd

Obj. 1 cont'd

Interruptions will occur during the course of a school day. They are most effectively dealt with by a teacher or assistant teacher who intends to "make the best of the situation" by minimizing their disruptive effect. Children who are frightened or curious by extreme weather conditions, for example, are likely to pay great attention to the lightening and thunder rather than to the assigned task. If a teacher or assistant teacher scolds and warns students not to attend to the weather, that is probably the best way to insure that the children will definitely pay attention to the weather! An effective approach rather, would be to allow the children to look out the windows briefly, to briefly discuss the weather and then calm the children if they appear frightened or upset. A teacher or assistant could then remind them of the need to get on with the assigned task and then praise students for working on task.

Obj. 2

If Pete talks out of turn to his friend seated next to him, his talking distracts the other children. The other students are further distracted from their work when Pete's teacher admonishes him for talking out. Pete's misbehavior and the teacher's scolding momentarily distracts all students from their work. In a situation like this, Pete needs to be separated from his friend so they do not sit near one another and talk to each other. By separating the two students, the teacher is likely to prevent a reoccurance of the talking out behavior that distracts others.

Seating arrangements influence students' behavior.

Children that are friends and likely to talk with each other should be seated apart from one another to prevent misbehavior and their not working on task.

Similarly, children who often fight or otherwise aggressively bother others should not be seated near one another. Separating the two aggressors often prevents having to deal with additional occurrences of fighting behavior and can assist in keeping students on the assigned task.

Obj. 2

Sometimes it is advisable to rotate where the children sit in the classroom to minimize behavior problems and to keep children on task. For example, Chuck sits in the last seat in the last row. When the bell rings for recess time he pushes and shoves his way out as he does not always want to be the last one to get to recess. Though his teacher has specific rules for the orderly and quiet exiting from the classroom, the teacher might be better off having different rows exit first on different days so the seating arrangement is not an indirect penalty to any one child. Or, another alternative would be to change the children's seats periodically so no child is always at the back or the front.

HANDOUT #4 for MODULE #4 RELEVANT CONCEPTS cont'd

Obj. 2 cont'd

If some children require special seating considerations because of hearing or eye problems, seats have to be allocated accordingly. A good thing to remember about behavior control and seating is that the closer the proximity between teacher and student the better the control. This is yet another reason to periodically change students' seats so no children like those at the back of the room feel habitually ignored.

Obj. 3

The difficulty level and interest level of the assigned task is very definitely related to the occurrence of behavior problems and to students staying on task.

Teachers need to be sure that each and every assignment given whether by her/him or the assistant teacher is on a reading level appropriate for the children.

Teachers need to be sure that each and every task assigned is on a difficulty level appropriate for the children.

Students become frustrated and restless with tasks that are far above or below the level on which they are reading and functioning.

For example, Debbie cannot do the same assigned seatwork as her classmates in science because she reads two grade levels below the rest of her classmates. When given the same assignment as the others, she doodles on the paper, does not attempt the task, gets out of her seat and disturbs the others. She is frustrated by the task that is too difficult for her and is disruptive to the other students who are trying to complete their work. Debbie, because she is performing below the group, needs to have tasks assigned to her that she can read. Involvement with the assistant teacher will also help reduce Debbie's frustration as they work together to insure that the assignment is completed. In this way she can experience success rather than repeated failure and frustration. For children with reading problems, assignments need to be "custom made" for their reading level.

Similarly, students who are bored by tasks that are too easy, extremely uninteresting and unchallenging may also misbehave. For example, Joel works above grade level and often finishes his assignments ahead of the others. Out of boredom and wanting something to do, Joel often distracts others from working. Joel's teacher needs to provide Joel with work different from others that will challenge and stimulate him. If the same work is assigned for all, then Joel's teacher needs to provide the something productive for Joel to do when he finishes his work before the others. Such extra tasks must be of an enriching or rewarding nature and through proper utilization of the assistant teacher these tasks would not merely be busy work.

HANDOUT #4 for MODULE #4 RELEVANT CONCEPTS cont'd

Obj. 3 cont'd

It is only reasonable that if the work is too hard or too easy that students will not stay on task. Therefore it is imperative that the reading and overall difficulty level of tasks be appropriate for a particular student or group of students.

The interest level of tasks also significantly effects students working on task.

Tasks that are interesting are likely to be completed.

Tasks that are boring and highly monotonous or repetitive are likely to cause children to stop working on them.

Students watch TV programs that interest them, movies that appeal to them, and read comics and books that interest them. Therefore it is reasonable that assignments be of interest to students if we are expecting students to stay on task.

Learning can be made interesting by having a variety of tasks and different types of assignments.

Student seatwork should not be limited to only boring and uninspiring ditto work.

Overuse and repeated reliance of ditto sheets as a substitute for teaching and teacher - student interaction is questionable and likely to produce bored, inattentive, and otherwise misbehaving students.

Obj. 4

Clear, specific directions and instructions for activities and assignments are necessary for keeeping students on task as well as for keeeping students behaving appropriately.

If a teacher or assistant teacher says "work on your math" students are likely to question what, how much, when. It is much better for teachers to specify with a statement like, "Do the 20 addition problems on page 39."

When a teacher says, "Write a five paragraph paper on Thomas Edison's discovery." that is of more instructional and informational value than merely saying, "Write a science paper.".

Specifying assignment length, topics and so on gives students direction, does not curtail student creativity, and reduces the chance of inappropriate student behavior.

When students know what and when a specifically explained task is expected of them, they are more likely to complete the task than if it is vaguely explained.

HANDOUT #4 for MODULE #4 RELEVANT CONCEPTS cont'd

Obj. 4 cont'd

Effective teachers and assistant teachers not only fully explain assignments and tasks, but they also provide appropriate consequences for completion of tasks. For example, an effective teacher specifies the details of the reading assignment and then tells students that upon completion of the work, you may do such and such. Be sure that the positive event promised upon completion of task appeals to the student. Providing reinforcers or rewards for completion is a good way to help students to both stay on and to complete assigned tasks.

Obj. 5

Teachers serve as models for students' behavior.

Teachers serve as models for assistant teachers' behavior.

Teacher and assistant teacher behaviors are contagious because children imitate those around them.

A teacher's enthusiasm and approach to tasks frequently effects the way children perceive and work on tasks. (It also effects the performance of the assistant teacher in the classroom!)

A teacher or assistant teacher who enthusiastically teaches reading and shows students the importance of reading is likely to have students that want to learn to read because they see the need and utility of reading. The enthusiasm shown by the teacher is contagious and results in improved student performance.

If a teacher or assistant teacher is enthusiastic and energetic in her approach to helping children learn, regardless of the subject, the students are more likely to pay attention, and to enthusiastically and energetically respond to the assigned tasks.

If a teacher or assistant teacher appears bored with a subject, appears uninterested, or unenthusiastic and the students sense this, then here too the teachers behaviors are contagious and likely to be imitated by the students.

A teacher's lack of enthusiasm and disinterest is often obvious in unstimulating instruction. Students who are bored and disinterested are not likely to stay on task.

Even though teachers or assistant teachers may have preferences for certain subjects, they need to make every effort to make each concept and lesson as interesting as possible.

Teachers and assistant teachers should try to point out to students how they can use what they are learning as that serves to motivate students to learn the material and to complete the assigned task.

HANDOUT #4 for MODULE #4 RELEVANT CONCPETS cont'd

Obj.5 cont'd

All teachers and/or assistant teachers will occassionally have less than stimulating and exciting lessons or be less than thorougly enthusiastic about what they teach. Each and every lesson may not be an outstanding performance. But overall, the teacher with enthusiasm and an energetic "let's learn it together" approach to teaching is likely to be an effective teacher and one with fewer behavior problems and fewer children not working on or completing assigned tasks.

(For Use By Participants With Leader)

INSTRUCTIONAL ACTIVITIES FOR MODULE #4

Read, explain and/or have participants role-play as appropriate.

Obj. 1 1. Have participants list the usual interruptions and incidents of distracting noise that occur within a typical week in their classroom. Divide the list into those which are controllable and those which are not. Discuss how activities and task assignments have to be scheduled around the uncontrollable interruptions and how to best deal with all of the noise and interruptions listed by the respondents. Be sure to also discuss how to minimize or eliminate the ones listed as controllable.

Obj. 1 2. Have participants cite examples of schedule changes they would like to have effected that would minimize the noise and interruptions that interfere with their students working on task. Discuss the types of changes that could be made and how to flexibly and cooperatively work with teachers and administrators to make such changes.

Obj. 2 3. Have respondents give examples of how changing student seats can prevent behavior problems and helps to keep students on task.

Obj. 3 4. Discuss with participants the provisions they make to be sure that the difficulty level of assignments are appropriate to the students' reading and developmental levels. Ask how many require all students to do the same ditto work and seatwork. Stress how task difficulty must be appropriately tailored to individual students.

Obj. 3 5. Have participants share suggested teaching aids and materials that they have found helpful for individualizing assignments being sure that the difficulty of a task is appropriate for students. If possible give time for the sharing and actual production of additional teaching materials.

INSTRUCTIONAL ACTIVITIES FOR MODULE #4 cont'd

Obj. 4 6. Have participants correct each of the statements and directions below so they have greater instructional clarity.

a. Do some reading in your social studies book.

b. Work on your science.

c. Remember to behave at lunch.

d. No standing on the bus.

e. Don't litter in the school yard.

f. Don't litter in the halls.

g. No eating with your fingers.

h. Don't run during a fire drill.

i. Your computer programs will be due soon.

j. Don't call out in class.

Obj. 5 7. Have two teachers and/or assistant teachers perform this role-playing exercise: one teacher plays the part of an enthusiastic and energetic teacher who conveys to an audience that what is being taught is important and interesting and therefore has to be learned. Have the other participant role-play being an unenergetic and unenthusiastic teacher. Help the group draw conclusions about how important it is that teachers be energetic and enthusiastic in their presentations and teaching and how teacher behaviors are contagious by asking the audience how they felt during each of the two play-acted "teaching spots."

REVIEW/FOLLOW-UP QUESTIONS FOR USE FOLLOWING COMPLETION OF MODULE #4

ACTIVITIES AND STUDY OF THE RELEVANT CONCEPTS IN MODULE #4

Obj. 1 1. What are some examples of noise and interruptions that influence students completion of tasks?

Obj. 1 2. Which of the examples listed in response to question #1 are controllable and which are not controllable? How can each of them be dealt with to insure that students stay on task?

Obj. 2 3. When would separating two friends who sit near each other be advisable?

4. When would it not be necessary to separate two friends seated near each other?

Obj. 3 5. How would you feel if you could not read or understand the handouts given to you? What effect would it have on your reading and using the handouts? What parallel do you see between such a situation and having students work on tasks that are too difficult for them or that have too difficult a reading level?

Obj. 3 6. Why is it important that both the classwork and homework that is assigned to students be on their appropriate reading and difficulty level. Give at least three reasons.

Obj. 4 7. As a group, review the participants responses and re-statements made in response to activity #6 on instructional clarity.

Obj. 5 8. Describe five activities or ways teachers or assistant teachers could enthusiastically and energetically teach reading and thus show students that they think reading is important.

Obj. 5 9. Describe five activities or ways teachers or assistant teachers could enthusiastically and energetically teach math and thus show students that they think math is important.

FOR SUPERVISOR USE AND CLASSROOM OBSERVATION OF PARTICIPANTS AFTER COMPLETION OF MOUDLE #4

Obj. 1 1. Examine teachers' daily schedules for indications of typical routine noise producing events and other interruptions. Confer with the teachers and administrators to see if some can be controlled or minimized so there are fewer distractions and interruptions and thus a greater likelihood of students staying on task.

Obj. 2 2. Ask teachers to examine the seating pattern or arrangement in their rooms. Do they typically seat talkative friends together? Are children who usually fight with one another seated near or apart from one another? Are children's seats periodically changed and children's special learning needs (visual and auditory problems for example) accommodated? Make suggestions as appropriate so that the seating arrangement facilitates rather than hinders students working on task.

Obj. 3-4 3. Review with teachers and assistant teachers their lesson plans and statements of instruction. Examine how homework and classwork assignments are phrased and explained. Do they have instructional clarity or are they vague? Examine plans and objectives too for whether they accommodate the various reading and developmental levels of the students for whom they are intended.

Obj. 5 4. Tape record, <u>with the teacher's or assistant teacher's advance knowledge and permission</u>, some of their teaching. Review the tape with the teachers analyzing it for the degree and amount of teacher enthusiasm and interest shown to students about the importance of the subject being taught. Make suggestions for how the materials could be presented more enthusiastically and energetically. Other teachers sharing ideas here could be helpful too.

Module V

Alternate Methods of Punishment

For simultaneous with elementary teachers and teacher assistants

For: Both large and small groups

MODULE #5 ALTERNATE METHODS OF PUNISHMENT

PREVIEW QUESTIONS FOR MODULE #5

1. What is punishment and what are the two categories of punishment?
2. How does punishment influence student behavior?
3. What are the common nonphysical methods of punishment?
4. What is the difference between physical punishment and physical restraint?

OBJECTIVES FOR MODULE #5

Following the completion of the activities for Module #5 and after having studied the handouts for Module #5, participants will:

1. be able to define punishment and list the two categories of punishment
2. demonstrate an understanding that punishment influences student behavior in various ways
3. demonstrate an understanding and be able to utilize the common nonphysical methods of punishment
4. be able to differentiate between physical punishment and physical restraint.

HANDOUT FOR MODULE #5 ALTERNATE METHODS OF PUNISHMENT - RELEVANT CONCEPTS from Any Teacher Can! Practical Strategies for Effective Classroom Management, Carson, Joan C. & Carson, Peter, 1984. C. Thomas publisher

Transparency #29)

Obj. 1 (Transparency #30)

Punishment involves the administration of a negative consequence following a behavior with the result that the behavior decreases in frequency of occurrence.

If the behavior that the punisher follows does not decrease in frequency, punishment in the sense of the above definition has not occurred.

Punishment is a negative approach.

Punishment rarely eliminates a behavior.

The main effect of punishment is the suppression rather than the elimination of a behavior.

There are two categories of punishment: physical and nonphysical.

Obj. 2 (Transparency #31)

Punishment is often overused or misused by teachers and is the least effective classroom management technique employed by teachers.

The main effect of punishment is to suppress behavior in the presence of the punishing agent.

Punishment rarely eliminates behavior but rather suppresses it.

Most traditional punishment techniques focus on providing a negative consequence for a behavior after a behavior has occurred. Little or nothing is done to eliminate the original reinforcer which influenced the behavior to occur in the first place.

When the punishing agent (like the teacher or the parent) is not present, the previously punished behavior is likely to resume because without the "fear of punishment" there is nothing to keep the behavior from occurring.

When punishment is used as a primary management technique, students quickly learn to engage in the punished behavior in ways so as to avoid detection.

Punishment teaches a child what not to do and rarely teaches a child what to do.

Punishment is negative and creates a negative classroom environment where the central focus is on misbehavior.

HANDOUT #5 FOR MOUDLE #5 RELEVANT CONCEPTS cont'd

Obj. 2 cont'd (Transparency #31)

Using punishment as the primary management tool is educationally unsound and of no long range effectiveness in teaching children how to behave appropriately.

The reward and reinforcement techniques discussed in the other modules are far more effective, efficient, and humane than punishment for managing children's behavior.

Obj. 3 (Transparency #32)

The common nonphysical punishment methods suitable for classroom use are loss for privileges, correction or undoing of the consequences of an undesirable behavior, and time-out from positive reinforcement.

Loss of privileges is a commonly used punishment technique.

Loss of privileges involves the denial of a privilege contingent upon the performance of an undesirable behavior.

Teachers and/or assistant teachers have at their disposal a number of classroom privileges that can be dispensed or withheld according to student behavior.

Loss of privileges is accomplished by simply denying the misbehaving students of privileges they value upon their commission of an undesirable behavior.

For example: Donald and Bill get into a fight at the math table about who will get to use the game first. Their teacher or assistant breaks up the fight and tells them that neither one will be allowed to use the game for a week because of the fighting.

Fighting is not to be tolerated in the classroom and in the example just described, the teacher or assistant appropriately applied the loss of privilege punishment technique.

Correction or undoing of the consequences of an undesirable behavior is another commonly used punishment technique.

An example of the correction technique is when a student spills paint on the floor and then is made to clean it up by being told to do so forcefully, firmly and clearly.

In effect, the correction technique has the misbehaving student "undo" the misbehavior and correct for it.

A variety of the correction procedure is a technique known as overcorrection.

HANDOUT #5 for MODULE #5 RELEVANT CONCEPTS cont'd

Obj. 3 cont'd (Transparency #32)

With overcorrection the misbehaving child not only has to make amends for his or her own behavior, but also to go one step further. For example, a child litters on the school ground during recess. The child is then directed to spend the next two recess periods clearing up all the litter.

Writing on the walls, making a mess, failing to clean up after onself in the cafeteria are some typical misbehaviors that are well suited for applying the overcorrection procedure.

Overcorrection works best when the punishment is related to the misbehavior students demonstrate. When students learn that their behavior results in negative consequences that they will have rectify they are less likely to exhibit such behavior.

Obj. 3 (Transparency #32)

Timeout from positive reinforcement is another nonphysical punishment method.

Timeout from positive reinforcemnt is sometimes referred to as just "timeout" or TO.

Time-out involves depriving children of participation in a reinforcing activity if they have committed an undesirable behavior.

Timeout is most appropriately used when the undesirable behavior occurs during the participation in a reinforcing activity and the child is deprived of further participation in the activity for a period of time.

Caution must be taken to insure that the activity that the child is deprived of participating in is actually a reinforcing activity for that child.

For example, Toni misbehaves during the showing of an entertaining film in the auditorium. Toni is removed form the auditorium and made to "sit out" in the principal's office for ten minutes. After ten minutes, she is allowed to return to watch the film. This is an appropriate use of timeout because watching the film was reinforcing for Toni. Therefore depriving Toni of the film for the short period of time was effective in suppressing her undesirable behavior. If Toni was disinterested or otherwise did not find the film reinforcing, then the timeout procedure would not be effective because the time away is not perceived as punishing.

For example, Chris misbehaves during social studies and is sent to the timeout area in the room for ten minutes. Chris hates social studies, is often inattentive and Chris' teacher reports that she frequently has to send him to timeout and yet it does not seem to be changing the way Chris behaves.

HANDOUT #5 for MODULE #5 RELEVANT CONCEPTS cont'd

Obj. 3 cont'd (Transparency #32)

In this case, timeout was not appropriately used. Timeout in this example did not function as a punisher because the frequency of Chris' misbehaviors did not decrease. Rather, Chris became more and more disruptive. The procedure did not work because Chris was not being removed from a reinforcing situation. In fact, if Chris really disliked social studies then being removed from the room was probably reinforcing to him and therefore he misbehaved more frequently so he could leave what was, for him, an aversive situation. Chris became more disruptive over time because his disruptive behavior was actually being reinforced rather than punished.

Remember that timeout from positive reinforcement must be just that: time away from participating in a reinforcing activity.

Obj. 4 Transparency #33)

The purpose of physical restraint is to prevent children from injuring themselves or others.

Physical punishment is not the same as physical restraint.

Unlike physical punishment, physical restraint can be condoned when used properly for the benefit of the child or other children.

Restraining a child from head-banging and causing self injury is undoubtly the action required to protect the child.

Wrestling a knife away from a student to protect the student and those around the student clearly protects everyone.

Physical restraint which employs only the minimum force necessary to prevent injury or to defuse a potentially dangerous situation is certainly legitimate.

Physical punishment is ineffective, inefficient, inhumane and often a troublesome procedure for school personnel.

There is no place in the well-managed school for physical punishment. Never.

HANDOUT FOR MODULE #5 ALTERNATE METHODS OF PUNISHMENT - RELEVANT CONCEPTS from Any Teacher Can! Practical Strategies for Effective Classroom Management, Carson, Joan C. & Carson, Peter, 1984. C. Thomas publisher

Obj. 1

Punishment involves the administration of a negative consequence following a behavior with the result that the behavior decreases in frequency of occurrence.

If the behavior that the punisher follows does not decrease in frequency, punishment in the sense of the above definition has not occurred.

Punishment is a negative approach.

Punishment rarely eliminates a behavior.

The main effect of punishment is the suppression rather than the elimination of a behavior.

There are two categories of punishment: physical and nonphysical.

Obj. 2

Punishment is often overused or misused by teachers and is the least effective classroom management technique employed by teachers.

The main effect of punishment is to suppress behavior in the presence of the punishing agent.

Punishment rarely eliminates behavior but rather suppresses it.

Most traditional punishment techniques focus on providing a negative consequence for a behavior after a behavior has occurred. Little or nothing is done to eliminate the original reinforcer which influenced the behavior to occur in the first place.

When the punishing agent (like the teacher or the parent) is not present, the previously punished behavior is likely to resume because without the "fear of punishment" there is nothing to keep the behavior from occurring.

When punishment is used as a primary management technique, students quickly learn to engage in the punished behavior in ways so as to avoid detection.

Punishment teaches a child what not to do and rarely teaches a child what to do.

Punishment is negative and creates a negative classroom environment where the central focus is on misbehavior.

HANDOUT #5 FOR MODULE #5 RELEVANT CONCEPTS cont'd

Obj. 2 cont'd

Using punishment as the primary management tool is educationally unsound and of no long range effectiveness in teaching children how to behave appropriately.

The reward and reinforcement techniques discussed in the other modules are far more effective, efficient, and humane than punishment for managing children's behavior.

Obj. 3

The common nonphysical punishment methods suitable for classroom use are loss for privileges, correction or undoing of the consequences of an undesirable behavior, and time-out from positive reinforcement.

Loss of privileges is a commonly used punishment technique.

Loss of privileges involves the denial of a privilege contingent upon the performance of an undesirable behavior.

Teachers and/or assistant teachers have at their disposal a number of classroom privileges that can be dispensed or withheld according to student behavior.

Loss of privileges is accomplished by simply denying the misbehaving students of privileges they value upon their commission of an undesirable behavior.

For example: Donald and Bill get into a fight at the math table about who will get to use the game first. Their teacher or assistant breaks up the fight and tells them that neither one will be allowed to use the game for a week because of the fighting.

Fighting is not to be tolerated in the classroom and in the example just described, the teacher or assistant appropriately applied the loss of privilege punishment technique.

Correction or undoing of the consequences of an undesirable behavior is another commonly used punishment technique.

An example of the correction technique is when a student spills paint on the floor and then is made to clean it up by being told to do so forcefully, firmly and clearly.

In effect, the correction technique has the misbehaving student "undo" the misbehavior and correct for it.

A variety of the correction procedure is a technique known as overcorrection.

HANDOUT #5 for MODULE #5 RELEVANT CONCEPTS cont'd

Obj. 3 cont'd

With overcorrection the misbehaving child not only has to make amends for his or her own behavior, but also to go one step further. For example, a child litters on the school ground during recess. The child is then directed to spend the next two recess periods clearing up all the litter.

Writing on the walls, making a mess, failing to clean up after onself in the cafeteria are some typical misbenaviors that are well suited for applying the overcorrection procedure.

Overcorrection works best when the punishment is related to the misbehavior when students learn that their behavior results in negative consequences that they will have rectify they are less likely to exhibit such behavior.

Obj. 3

Timeout from positive reinforcement is another nonphysical punishment method.

Timeout from positive reinforcemnt is sometimes referred to as just "timeout" or TO.

Time-out involves depriving children of participation in a reinforcing activity if they have committed an undesirable behavior.

Timeout is most appropriately used when the undesirable behavior occurs during the participation in a reinforcing activity and the child is deprived of further participation in the activity for a period of time.

Caution must be taken to insure that the activity that the child is deprived of participating in is actually a reinforcing activity for that child.

For example, Toni misbehaves during the showing of an entertaining film in the auditorium. Toni is removed form the auditorium and made to "sit out" in the principal's office for ten minutes. After ten minutes, she is allowed to return to watch the film. This is an appropriate use of timeout because watching the film was reinforcing for Toni. Therefore depriving Toni of the film for the short period of time was effective in suppressing her undesirable behavior. If Toni was disinterested or otherwise did not find the film reinforcing, then the timeout procedure would not be effective because the time away is not perceived as punishing.

For example, Chris misbehaves during social studies and is sent to the timeout area in the room for ten minutes. Chris hates social studies, is often inattentive and Chris' teacher reports that she frequently has to send him to timeout and yet it does not seem to be changing the way Chris behaves.

HANDOUT #5 for MODULE #5 RELEVANT CONCEPTS cont'd

Obj. 3 cont'd

In this case, timeout was not appropriately used. Timeout in this example did not function as a punisher because the frequency of Chris' misbehaviors did not decrease. Rather, Chris became more and more disruptive. The procedure did not work because Chris was not being removed from a reinforcing situation. In fact, if Chris really disliked social studies then being removed from the room was probably reinforcing to him and therefore he misbehaved more frequently so he could leave what was, for him, an aversive situation. Chris became more disruptive over time because his disruptive behavior was actually being reinforced rather than punished.

Remember that timeout from positive reinforcement must be just that: time away from participating in a reinforcing activity.

Obj. 4

The purpose of physical restraint is to prevent children from injuring themselves or others.

Physical punishment is not the same as physical restraint.

Unlike physical punishment, physical restraint can be condoned when used properly for the benefit of the child or other children.

Restraining a child from head-banging and causing self injury is undoubtly the action required to protect the child.

Wrestling a knife away from a student to protect the student and those around the student clearly protects everyone.

Physical restraint which employs only the minimum force necessary to prevent injury or to defuse a potentially dangerous situation is certainly legitimate.

Physical punishment is ineffective, inefficient, inhumane and often a troublesome procedure for school personnel.

There is no place in the well-managed school for physical punishment. Never.

INSTRUCTIONAL ACTIVITIES FOR MODULE #5

Read, explain and/or have participants role-play as appropriate.

Obj. 1 1. Define punishment.

Obj. 2 2. What are the two categories of punishment?

Obj. 3 3. What are the common nonphysical methods of punishment?

Obj. 3 4. Tracy steals candy from her sister's room. Tracy's father spanks her. The next day when the father is not around and the sister is occupied elsewhere, Tracy again steals candy. Discuss how Tracy has learned to suppress the inappropriate behavior (stealing) in the presence of her father and sister. Give only examples to help participants realize that punishment typically suppresses rather than eliminates undesirable behaviors. How could the situation be better handled?

Obj. 3 5. Tommy shoves and pushes on the cafeteria line. After being warned by his assistant teacher, he is told that because of the pushing and shoving he is to stand at the end of the line and be served last each day for the next two weeks. Discuss how this approach utilizes the loss of privileges technique.

Obj. 3 6. How could loss of privileges be applied for student fighting during recess?

Obj. 3 7. Nancy has been warned about writing on the bathroom walls. When she misbehaves yet another time and is caught writing on the walls, she is required to clean up not only what she wrote, but all of the wall area. Explain how this is an example of the overcorrection procedure.

Obj. 3 8. Give an example of how the procedure of correction, or undoing the consequence of an undesirable behavior could be applied in the classroom.

Obj. 3 9. Give an example of how the timeout from positive reinforcement procedure could be applied in your classroom.

Obj. 3 10. Describe a situation where the timeout from positive reinforcement procedure was incorrectly used because the time away from the situation was actually more reinforcing than punishing.

Obj. 3 11. What is the one most essential thing to remember when using the timeout from positive reinforcement procedure?

INSTRUCTIONAL ACTIVITIES FOR MODULE #5 cont'd

Obj. 4 12. What is the difference between physical punishment and physical restraint?

Obj. 4 13. Under what types of conditions would the use of physical restraint be justified?

REVIEW/FOLLOW-UP QUESTIONS FOR USE FOLLOWING COMPLETION OF MODULE #5

ACTIVITIES AND STUDY OF THE RELEVANT CONCEPTS IN MODULE #5

Obj. 1 1. What is punishment?

Obj. 1 2. What are the two categories of punishment?

Obj. 2 3. What effect does punishment typically have on behavior?

Obj. 3 4. List the common nonphysical methods of punishment.

Obj. 3 5. Give an example of how loss of privileges could be used in your classroom.

Obj. 3 6. Define the correction procedure.

Obj. 3 7. Define overcorrection.

Obj. 3 8. Give an example of how the overcorrection procedure could be used in your classroom.

Obj. 3 9. Describe what is meant by "timeout from positive reinforcement."

REVIEW/FOLLOW-UP QUESTION FOR USE FOLLOWING COMPLETION OF MODULE #5 cont'd

Obj. 3 10. What is the most critical thing to remember when using the timeout from positive reinforcement technique?

Obj. 3 11. Give an example of how the timeout technique could be used in your classroom.

Obj. 4 12. Describe the conditions under which the use of physical restraint might be required.

FOR SUPERVISOR USE AND CLASSROOM OBSERVATION OF PARTICIPANTS AFTER COMPLETION OF MODULE #5

Obj. 3 1. Observe how frequently teachers or assistant teachers use, during the course of an average lesson, each of these:

denial of privileges for inappropriate behavior

correction

overcorrection

timeout from positive reinforcement

Talk with teachers following repeated observations of each teacher and point out how these nonphysical methods of punishment could be most appropriately used.

Obj. 1-2 2. Ask teachers who frequently punish students how and why they use punishment. Discuss effectiveness of punishment and its influence on behavior.

Obj. 2 3. Observe teachers who frequently use physical punishment and/or who frequently send students to the office for such punishment. Help them to realize that punishment typically only suppresses inappropriate behavior and that the punishment must obviously not be effective if the misbehaviors are repeatedly reoccuring. Discourage use and overreliance on punishment and encourage teachers to become effective classroom managers by utilizing positive measures for control and rewarding of appropriate student behaviors.

FOR SUPERVISOR USE AND CLASSROOM OBSERVATION OF PARTICIPANTS AFTER COMPLETION OF MODULE #5 cont'd

Obj. 4 4. Observe situations in which physical restraint is appropriately used and be sure that teachers realize that restraint is far different than physical punishment.

5. Work with administrators and teachers together to encourage greater use of rewards and reinforcers for classroom management and to decrease teachers' overreliance on punishment.

References and Recommended Reading

References and Recommended Reading

Ackerman, J.M. Operant conditioning techniques for the classroom teacher. Illinois: Scott Foresman, 1972.

Axelrod, S. Behavior modification for the classroom teacher. New York: McGraw-Hill, 1977.

Banville, T. 23 ways to modify behavior. Instructor, 1974, 84(3), 94-95.

Becker, W.C. (Ed.). An empirical basis for change in education: Selections on behavioral psychology for teachers. Chicago: Science Research Associates, 1971.

Becker, W.C. Parents are teachers: A child management program. Illinois: Research Press, 1971.

Becker, W.C. Teaching: A course in applied psychology. Palo Alto: Science Research Associates, 1971.

Berquam, E.M. Instructor's guide to sanity saving discipline. Instructor, 1978, 88(4), 60-66.

Blackham, G.J., & Silberman, A. Modification of child and adolescent behavior (3rd ed.). Wadsworth, 1980.

Bolmeier, E.D. Legality of student disciplinary practices. Charlottesville, Va.: Michie, 1976.

Boonin, T. The benighted status of U.S. school corporal punishment practice. Phi Delta Kappan, 1979, 60(5), 395-396.

Buckley, N.K., & Walker, H.M. Modifying classroom behavior- a manual of procedures for classroom teachers. Illinois: Research Press, 1970.

Bushell, D., Jr. Classroom behavior- a little book for teachers. New Jersey: Prentice Hall, 1973.

Canter, L. Discipline- You can do it. Instructor, 1979, 89(2), 106-112.

Carson, J.C. Adults' attitudes about two discipline strategies: Rewards and corporal punishment. The University of Mississippi Research in Education, 1981, 13(2), 4 pages.

Carson, J.C. Token systems are ok. Instructor, 1975, 84(9), 18.

Carson, J.C., & Owen, S. Parental attitudes concerning the use, ethics and legality of corporal punishment and reward systems in the elementary classroom. The University of Mississippi Research in Education, 1982, 14(3), 8 pages.

Charles, C.M. Building classroom discipline- from models to practice. New York: Longman, 1981.

Clarizio, H.F. Toward positive classroom discipline (3rd ed.). New York: John Wiley, 1980.

Cooke, T.P., & Cooke, S. Behavior modification: Answers to some ethical issues. Kappa Delta Pi Record, 1973, 10(2), 58-62.

Cryan, J.R., & Smith, J.E. The hick'ry stick: It's time to change the tune. Phi Delta Kappan, 1981, 62(6), 433-435.

Curwin, R., & Mendler, A. Who should determine classroom rules? Instructor, 1981, 91(2), 24.

Doyle, W. Classroom management. Indiana: A Kappa Delta Pi Publication, 1980.

Dreikurs, R., & Grey, L. A parents' guide to child discipline. New York: Hawthorn, 1970.

Dreikurs, R., Grunwald, B.B., & Pepper, F.C. Maintaining sanity in the classroom: Illustrated teaching techniques. New York: Harper and Row, 1971.

Dreikers, R., & Cassel, P. Discipline without tears. New York: Hawthorn, 1972.

Duke, D.L. How administrators view the crisis in school discipline. Phi Delta Kappan, 1978, 59(5), 325-330.

Dunlop, J. Negotiating student discipline policy. Today's Education, 1979, 27-31.

Elardo, R. Behavior modification in an elementary school: Problems and issues. Phi Delta Kappan, 1978, 59(5), 334-338.

Englander, M.E. The court's corporal punishment mandate to parents, local authorities, and the profession. Phi Delta Kappan, 1978, 59(8), 529-532.

Fine, M.J., & Walkenshaw, M.R. The teacher's role in classroom management- Humanistic- behavioral strategies for promoting constructive classroom behavior (2nd ed.). Dubuque: Kendall Hunt, 1977.

Flygare, T.J. Corporal punishment is not yet dead as a constitutional issue. Phi Delta Kappan, 1980, 62(1), 53-54.

Flygare, T.J. Procedural due process now applies to corporal punishment. Phi Delta Kappan, 1976, 57(5), 346.

Flygare, T.J. The supreme court approves corporal punishment. Phi Delta Kappan, 1978, 59(5), 347-348.

Gallup, G.H. Eighth annual Gallup poll of the public's attitudes toward the public schools. Phi Delta Kappan, 1976, 58(1), 187-200.

Gallup, G.H. Ninth annual Gallup poll of the public's attitudes toward the public schools. Phi Delta Kappan, 1977, 59(1), 33-48.

Gallup, G.H. The tenth annual Gallup poll of the public's attitudes toward the public schools. Phi Delta Kappan, 1978, 60(1), 33-44.

Gallup, G.H. The eleventh annual Gallup poll of the public's attitudes toward the public schools. Phi Delta Kappan, 1979, 61(1), 33-46.

Gallup, G.H. The 12th annual Gallup poll of the public's attitudes toward the public schools. Phi Delta Kappan, 1980, 62(1), 33-48.

Gallup, G.H. The 13th annual Gallup poll of the public's attitudes toward the public schools. Phi Delta Kappan, 1981, 63(1), 33-47.

Gallup, G.H. The 14th annual Gallup poll of the public's attitude toward the public schools. Phi Delta Kappan, 1982, 64(1), 37-50.

Gephart, W.J., Strother, D.B., & Duckett, W.R. (Eds.). Practical applications of research. Bloomington, Indiana: Phi Delta Kappa, 1981.

Glasser, W. Disorder in our schools: Causes and remedies. Phi Delta Kappan, 1978, 59(5), 331-334.

Glavin, J.P. Behavioral strategies for classroom management. Ohio: Merrill, 1974.

Gnagey, W.J. Maintaining discipline in classroom instruction. New York: Macmillan, 1975.

Gordon, T. P.E.T. Parent effectiveness training. New York: Wyden, Inc., 1974.

Greenberg, H.M. Teaching with feeling. Indianapolis: Pegasus, 1975.

Harris, M.B. Classroom uses of behavior modification. Ohio: Merrill, 1972.

Hartman, C.L. Learning to describe behavior. Teacher, 1975, 93(4), 42.

Heisner, J.D. The tanning of tails: Where do you stand? Instructor, 1980, 90(2), 26.

Herman, B.E. Discipline don't forgets. Instructor, 1981, 91(7), 170.

Herman, T.M. Creating learning environments- the behavioral approach to education. Boston: Allyn and Bacon, 1977.

Hill, M.W. The acting out child: Coping with classroom disruption. Boston: Allyn and Bacon, Inc., 1979.

Holt, L. No tokens in school. Instructor, 1975, 84(6), 24 and 26.

Homme, L., Csanyi, A.P., Gonzales, M.A., & Rechs, J.R. How to use contingency contracting in the classroom. Illinois: Research Press, 1973.

Howard, E.R. School discipline desk book. West Nyack, New York: Parker Publishing Company, 1978.

Hutchinson, J.L. (Ed.). Discipline- a ten step program. Educare, 1976, 4, 18-22.

Instructor's guide to sanity saving discipline. Instructor, 1978, 88(4), 60-66.

Karlin, M., & Berger, R. Discipline and the disruptive child- a practical guide for elementary teachers. West Nyack, New York: Parker Publishing Company, Inc., 1972.

Keller, F.S., and Ribes-Inesta, E. (Eds.). Behavior modification- applications to education. New York: Academic Press, 1974.

Keller, F.S. Learning: Reinforcement theory. New York: Random House, 1969.

Kindsvatter, R. A new view of the dynamics of discipline. Phi Delta Kappan, 1978, 59(5), 322-325.

Kindsvatter, R., & Levine, M.A. The myths of discipline. Phi Delta Kappan, 1980, 61(10), 690-693.

King-Stoops, J., & Meier, W. Teacher analysis of the discipline problem. Phi Delta Kappan, 1978, 59(5), 304.

Kirby, D. Corporal punishment is inhumane. Instructor, 1976, 85(7), 34.

Krumboltz, J.D., & Krumboltz, H.D. Changing children's behavior. New Jersey: Prentice-Hall, 1972.

Lemlech, J.K. Classroom management. New York: Harper and Row, 1979.

Levine, M.A. Are teachers becoming more humane? Phi Delta Kappan, 1978, 59(5), 353-354.

Lipman, V. Mr. Glasser's gentle rod. American Education, August/September 1978, 28-31.

Long, J.D., & Frye, V.H. Making it till Friday- a guide to successful classroom management. Princeton, New Jersey: Princeton Book Company, 1977.

Madsen, C.H., Jr., & Madsen, C.K. Teaching/discipline- a positive approach for educational development (3rd ed.). Allyn and Bacon, 1981.

Mallory, R.M. The teacher who disciplines LEAST. Today's Education, April/May 1979, 23-26.

Maynard, W. Basic approaches to violence and vandalism. Phi Delta Kappan, 1978, 59(5), 359-360.

McBeath, M. How to improve the behavior of children and other important people- little changes mean a lot. New Jersey: Spectrum Books, 1980.

McNamara, B.E. Praise addiction theory 'unfounded, dangerous'. Instructor, 1981, 91(9), 25.

Miller, L.K. Principles of everyday behavior analysis (2nd ed.). California: Brooks Cole, 1980.

Neill, S.B. Violence and vandalism: Dimensions and correctives. Phi Delta Kappan, 1978, 59(5), 302-307.

O'Leary, K.D., & O'Leary, S.G. Classroom management- the successful use of behavior modification (2nd ed.). New York: Pergamon, 1977.

Patterson, G.R., & Gullion, M.E. Living with children- new methods for parents and teachers. Illinois: Research Press, 1977.

Patterson, G.R. Families- applications of social learning to family life. Illinois: Research Press, 1975.

Piper, T. Materials for classroom management. Belmont: Fearon, 1974.

Piper, T. Classroom management and behavioral objectives: Applications of behavior modification. Belmont: Fearon, 1974.

Shalaway, L.D.F. (Ed.). Communication Quarterly. East Lansing: The Institute for Research on Teaching, Michigan State University, Spring 1980.

Shearburn, D. What to do when you see red! Teacher, 1977, 95(1), 90-91.

Smith, J.M., & Smith, D.E.P. Child management a program for parents and teachers. Illinois: Research Press, 1976.

Spare not the rod. Time, November 3, 1975, 8.

Stoops, E., & King-Stoops, J. Discipline suggestions for classroom teachers. Phi Delta Kappan, 1981, 63(1), 58.

Stradley, W.E., & Aspinall, R.D. Discipline in the junior high/middle school: A handbook for teachers, counselors, and administrators. New York: Center for Applied Research in Education, Inc., 1975.

Sulzer-Azaroff, B., & Mayer, G.R. Applying behavior analysis procedures with children and youth. New York: Holt, Rinehart, and Winston, 1977.

Sulzer, B., & Mayer, G.R. Behavior modification procedures for school personnel. New York: Dryden Press, Holt, Rinehart, and Winston, 1972.

Supreme court upholds corporal punishment. Education U.S.A., October 27, 1975, 18(9), 49.

Take control. Instructor, 1980, 90(1).

Tanner, L.N. Classroom discipline for effective teaching and learning. New York: Holt, Rinehart, and Winston, 1978.

Twiford, R., & Carson, P. The adolescent passage. New Jersey: Spectrum Books, 1980.

Vallett, R.E. Modifying children's behavior: A guide for parents and professionals. Belmont: Fearon, 1969.

Walker, J.E., & Shea, T.M. Behavior modification- a practical approach for educators. St. Louis: C.V. Mosby Co., 1976.

Walker, H.M. The acting out child: Coping with classroom disruption. Boston: Allyn and Bacon, 1979.

Ware, B.A. What rewards do students want? Phi Delta Kappan, 1978, 59(5), 355-356.

Weiner, D.N. Classroom management and discipline. Illinois: F.E. Peacock, Inc., 1972.

Wenrich, W.W. A primer of behavior modification. California: Brooks Cole, 1970.

Whaley, D.L., & Malott, R.W. Elementary principles of behavior. New York: Appleton Century Crofts, 1971.

Wheeler, M., & Wheeler, K. Time-out discipline. Instructor, 1974, 83(6), 30.

Wilde, J.W., & Sommers, P. Teaching disruptive adolescents: A game worth winning. Phi Delta Kappan, 1978, 59(5), 342-343.

Williams, R.L., & Long, J.D. Toward a self-managed life style. Boston: Houghton-Mifflin, 1979.

Wolfgang, C.H., & Glickman, C.D. Solving discipline problems- strategies for classroom teachers. Boston: Allyn and Bacon, 1980.

Use of Checklists To Observe Teachers and Assistant Teachers

USE OF CHECKLIST TO OBSERVE TEACHERS AND ASSISTANT TEACHERS

In using the observational checklist listed in this module supervisors should consider the following:

1) Review the checklist and make any needed revisions to best meet the specific purpose(s) for evaluating teachers and/or assistants.

2) Allow the teachers and assistant teachers to review the checklist before observations begin. Be prepared to answer any questions they may have.

3) Spend at least fifteen (15) minutes observing the teacher or assistant at different periods during the instructional day. (Suggested minimum 4 visits)

4) Conduct a conference with each teacher and assistant teacher upon completion of a series of observations to convey comments, suggestions, and/or positive or negative feedback concerning the observations recorded.

5) Keep all observational checklists on file.

6) Schedule staff development sessions to assist in correcting weaknesses identified in teachers and/or assistant teachers.

7) Re-evaluate teachers and/or assistants following re-teaching staff development sessions to note improvement or correction of weakness areas.

8) Conduct a conference with the teacher and/or assistant teacher following re-evaluation to inform them of progress made.

Appendices

APPENDIX A

TRANSPARANCY MASTERS

THOUGHT QUESTIONS FOR MODULE #1 AND #2 ARE AS FOLLOWS:

WHAT IS "BEHAVIOR MANAGEMENT?"

WHAT IS "CLASSROOM MANAGEMENT?"

WHAT ARE DIFFERENCES BETWEEN MANAGEMENT TECHNIQUES AND TRADITIONAL DISCIPLINARY TECHNIQUES?

WHAT IS NECESSARY FOR EFFECTIVE COMMUNICATION?

HOW CAN EFFECTIVE COMMUNICATION MAINTAIN CLASSROOM CONTROL?

HOW DO TEACHER AND ASSISTANT TEACHER BEHAVIORS INFLUENCE STUDENT BEHAVIORS?

THOUGHT QUESTIONS FOR MODULE #2 ARE AS FOLLOWS:

HOW IS TEACHER PREPARATION RELATED TO CLASSROOM MANAGEMENT?

WHAT IS A PRIMARY WAY TO AVOID MANY ROUTINE CLASSROOM BEHAVIOR PROBLEMS?

(10)

WHAT IS THE RELATIONSHIP BETWEEN TEACHER PREPARATION AND CLASSROOM CONTROL?

HOW CAN THE DEVELOPMENT OF LEARNING ACTIVITIES PREVENT CLASSROOM BEHAVIOR PROBLEMS?

HOW DOES VARIETY IN INSTRUCTIONAL TECHNIQUES PREVENT CLASSROOM BEHAVIOR PROBLEMS?

WHY ARE CLASSROOM RULES NECESSARY?

THOUGHT QUESTIONS FOR MODULE #3 ARE AS FOLLOWS:

WHAT IS BEHAVIOR?

WHAT DETERMINES APPROPRIATENESS OF BEHAVIOR?

(17)

WHAT ARE ASSERTIVE TEACHER BEHAVIORS?

WHAT ARE AGGRESSIVE TEACHER BEHAVIORS?

WHAT ARE NONASSERTIVE TEACHER BEHAVIORS?

WHAT IS A REINFORCER?

HOW ARE REINFORCERS USED TO ENCOURAGE AND MAINTAIN POSITIVE BEHAVIORS?

THOUGHT QUESTIONS FOR MODULE #4 ARE AS FOLLOWS:

HOW CAN CONTROL OF ENVIRONMENTAL NOISES KEEP STUDENTS ON TASK?

HOW DOES A CLASSROOM SEATING ARRANGEMENT EFFECT STUDENTS WORKING ON TASK?

HOW WILL APPROPRIATE ASSIGNMENTS KEEP STUDENTS WORKING ON TASK?

WHAT IS THE ROLE OF INSTRUCTIONAL CLARITY IN KEEPING STUDENTS ON TASK?

WHY IS TEACHER ENERGY AND ENTHUSIASM IMPORTANT?

THOUGHT QUESTIONS FOR MODULE #5 ARE AS FOLLOWS:

WHAT IS PUNISHMENT?

HOW DOES PUNISHMENT INFLUENCE STUDENT BEHAVIOR?

WHAT ARE SOME COMMON NONPHYSICAL METHODS OF PUNISHMENT THAT CAN BE PRACTICED IN THE CLASSROOM?

WHAT DIFFERENCES ARE THERE BETWEEN PHYSICAL PUNISHMENT AND PHYSICAL RESTRAINT?

(33)

APPENDIX B

MODULE 1

OBSERVATION SHEET FOR SUPERVISORS

Circle appropriate responses
and keep for further evaluations.

Teacher Behaviors and Classroom Control - Module 1 Observation Checklist

Teacher's Name _____ Asst. Teacher's Name _____ Evaluator's Name _____

Date	Time of Day	Clarity of giving directions	Enthusiasm demonstrated in lesson presentation/ follow-up	Establishes eye contact with pupil	Approach to classroom control	Praises appropriate behavior	Models appropriate behavior	Angry response to pupil	Teacher threats to control pupil behavior
		yes no	yes no	yes no	pos. neg.	yes no	yes no	yes no	yes no
		yes no	yes no	yes no	pos. neg.	yes no	yes no	yes no	yes no
		yes no	yes no	yes no	pos. neg.	yes no	yes no	yes no	yes no
		yes no	yes no	yes no	pos. neg.	yes no	yes no	yes no	yes no
		yes no	yes no	yes no	pos. neg.	yes no	yes no	yes no	yes no
		yes no	yes no	yes no	pos. neg.	yes no	yes no	yes no	yes no
		yes no	yes no	yes no	pos. neg.	yes no	yes no	yes no	yes no
		yes no	yes no	yes no	pos. neg.	yes no	yes no	yes no	yes no
		yes no	yes no	yes no	pos. neg.	yes no	yes no	yes no	yes no
		yes no	yes no	yes no	pos. neg.	yes no	yes no	yes no	yes no
		yes no	yes no	yes no	pos. neg.	yes no	yes no	yes no	yes no
		yes no	yes no	yes no	pos. neg.	yes no	yes no	yes no	yes no

B-1

If any response is no list behavior(s) that were observed:

_____

_____

_____

APPENDIX C

MODULE 2

PLANNING AND CLASSROOM MANAGEMENT OBSERVATIONAL CHECKLIST

Several observations need to be made at different times during the instructional day. After a minimum of three are made the results can be compiled and a conference with the teacher and assistant teacher held.

MODULE #2 PLANNING AND CLASSROOM MANAGEMENT OBSERVATIONAL CHECKLIST

Date _____ Teacher _____ Asst. Teacher _____

SCHEDULED JOINT PLANNING TIME FOR TEACHER AND ASSISTANT TEACHER YES NO
If yes - daily twice a week once a week

EVIDENCE REFLECTED IN WRITTEN PLANS THAT JOINT PLANNING DOES OCCUR YES NO

IS JOINT PLANNING REFLECTED IN CLASSROOM INSTRUCTION?

- ARE MANY STUDENTS REPEATEDLY SITTING IDLY WAITING FOR NEXT ASSIGNMENT? YES NO

- ARE ASSIGNMENTS TAILORED TO MEET INDIVIDUAL STUDENT NEEDS? YES NO

- ARE THERE ALTERNATE ACTIVITIES PROVIDED FOR THOSE WHO FINISH THEIR WORK AHEAD OF OTHERS? YES NO

- ARE INSTRUCTIONAL MATERIALS PREPARED AND READY IN ADVANCE OF THE LESSON? YES NO

- IS THE ASSISTANT TEACHER ENGAGED IN INSTRUCTIONAL ACTIVITIES WHICH CORRESPOND TO PLANS MADE DURING PLANNING PERIOD AND RECORDED IN PLAN JOURNAL? YES NO

- DO THE TEACHER AND ASSISTANT TEACHER UTILIZE THE TEACHERS MANUALS AND OTHER RESOURCE MATERIAL IN PLANNING FOR SPECIFIC LESSONS YES NO

Length of Observation _____

_____
Signature of Supervisor

APPENDIX D

MODULE 3

MAINTAINING POSITIVE APPROPRIATE BEHAVIOR

MODULE 3 MAINTAINING POSITIVE APPROPRIATE BEHAVIOR
TEACHER BEHAVIOR CHECKLIST

To make an adequate evaluation of classroom behavior exhibited by assistant teachers and teachers it will be necessary to make several observations during various classroom situations. Observations should be made at different periods during the instructional day to gain an overall picture of the teacher/assistant teacher's behavior which regard to classroom management relating to a particular subject area, students, and teaching technique.

Directions: Circle most correct answer.

Name of Teacher or Assistant Teacher _____
Date _____

Type of Activity Observed:

Introduction of Lesson	Explanation of Concepts	Answering Student Questions	Conducting Activities	Reinforcement

Children's behaviors are directed in a positive manner Example: "That is a good question."	yes	no	n/a
Firm and consistent limits are set on student behavior and communicated to students.	yes	no	n/a
Communication to the student that behavior is inappropriate is done in a consistent manner.	yes	no	n/a
Clear behavioral limits are set by the teacher for students to observe.	yes	no	n/a
Positive alternatives to inappropriate behaviors are given students when corrected by teacher or assistant teacher.	yes	no	n/a
Students are addressed in a firm, forceful, calm voice.	yes	no	n/a

If any answer is "no" list the behaviors that were observed:

_____

_____

_____

_____

Length of Observation _____

_____
Signature of Supervisor